A.S. HORNBY

OXFORD PROGRESSIVE ENGLISH COURSE

BOOK 2

Oxford Progressive English Course

Book Two

Oxford Progressive English Course

by A. S. HORNBY

This Course consists of three books, each covering one year's work. The texts of all three books are available on tape from the Tutor Tape Company Ltd, 2 Replingham Road, London, S.W.18.

Each course-book has an accompanying *Teacher's Handbook*, which contains notes on new words and other teaching items, and makes suggestions for teaching procedures. (See the end of this book for other important books by A. S. HORNBY.)

A. S. Hornby

Oxford Progressive English Course

Book Two

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CONTENTS

SOUNDS AND SPELLINGS vii

NOTE ON COMPOSITION EXERCISES . . x

READING-TEXT ONE 1

FOR STUDY 7

READING-TEXT TWO: *Any Questions?* . . 9

FOR STUDY 15

READING-TEXT THREE: *From the Newspapers* . 17

FOR STUDY 21

READING-TEXT FOUR: *English Through Pictures* . 24

FOR STUDY 30

READING-TEXT FIVE: *Abul Qasim el-Tamburi* . 32

FOR STUDY 37

READING-TEXT SIX: *A Discussion* 40

FOR STUDY 46

READING-TEXT SEVEN: *Summer Holidays in England* 51

FOR STUDY 54

READING-TEXT EIGHT: *Twenty Questions* . 58

FOR STUDY 64

READING-TEXT NINE: *Oil* 69

FOR STUDY 74

READING-TEXT TEN: *Christmas Presents* . . 76

FOR STUDY 80

READING-TEXT ELEVEN: *Insurance* . . 83

FOR STUDY 86

READING-TEXT TWELVE: *Spending our Money* . 89
FOR STUDY 93
READING-TEXT THIRTEEN: *In the Office* . . 96
FOR STUDY 100
READING-TEXT FOURTEEN: *A Serious Conversation* . 104
FOR STUDY 109
READING-TEXT FIFTEEN: *Any Problems?* . . 112
FOR STUDY 118
READING-TEXT SIXTEEN: *Our Village* . . 120
Dobbin 126
FOR STUDY 127
READING-TEXT SEVENTEEN: *British Trade Unions* . 129
FOR STUDY 135
READING-TEXT EIGHTEEN: *More from the Newspapers* 139
FOR STUDY 143
READING-TEXT NINETEEN: *Conversations in the Wells Family* 145
FOR STUDY 151
READING-TEXT TWENTY: *Your Visit to England* . 153
Three Limericks 159
FOR STUDY 159
COMPOSITION EXERCISES 163
IRREGULAR VERBS 211
PRONOUNCING VOCABULARY . . . 216
PROPER NAMES 233
INDEX 237

SOUNDS AND SPELLINGS

NOTES ON THE PHONETIC SYMBOLS

The mark : indicates length. The vowel in *sit* is short. The vowel in *seat* is long. There is a difference in quality between the vowels in *sit* and *seat*. The two words are transcribed sit and si:t. This mark does not show the relative length of vowels. *Seat* and *seed* are both transcribed with the vowel i:, but the vowel in *seed* is longer than the vowel in *seat*. In the noun *record* 'reko:d the vowel o: is shorter than the vowel o: in the verb *record* ri'ko:d.

The mark ' indicates a stressed syllable. It is placed in front of the stressed syllable: *many* 'meni, *teacher* 'ti:tʃə.

The mark ˌ indicates a secondary stress: *examination* igˌzami'neiʃn. This word has a secondary stress on the second syllable and a primary stress on the fourth syllable.

The asterisk (*) indicates the possibility of r-linking. Compare:

Where was it?	weə 'woz it?
Where is it?	weər 'iz it?

The r-sound is used when the word immediately following begins with a vowel sound.

A phonetic symbol is in some cases printed in parentheses. This indicates that the sound may be omitted. *Change* is transcribed tʃein(d)ʒ. This indicates that the word may be pronounced either as tʃeindʒ or as tʃeinʒ.

CONSONANTS

Phonetic Symbol	*Examples*			
p	pen	pen	put	put
b	bag	bag	box	boks
t	ten	ten	put	put
d	desk	desk	head	hed
k	come	kʌm	back	bak
g	go	gou	bag	bag
m	mouth	mauθ	him	him
n	name	neim	near	niə*
ŋ	coming	'kʌmiŋ	English	'iŋgliʃ
l	look	luk	letter	'letə*
f	face	feis	knife	naif
v	five	faiv	knives	naivz
θ	three	θri:	mouth	mauθ
ð	these	ði:z	they	ðei
s	six	siks	face	feis
z	nose	nouz	his	hiz
ʃ	she	ʃi:	fish	fiʃ
ʒ	pleasure	'pleʒə*	measure	'meʒə*
r	right	rait	rub	rʌb
h	hat	hat	head	hed
tʃ	touch	tʌtʃ	teacher	'ti:tʃə*
dʒ	J, j	dʒei	John	dʒon
w	window	'windou	what	wot
j	you	ju:	yes	jes

VOWELS AND DIPHTHONGS

Phonetic Symbol	*Examples*			
iː	these	ðiːz	three	θriː
ɪ	this	ðis	sit	sit
e	desk	desk	head	hed
a	hat	hat	back	bak
aː	arm	aːm	glass	glaːs
o	box	boks	clock	klok
oː	wall	woːl	draw	droː
u	book	buk	put	put
uː	who	huː	too, two	tuː
ʌ	come	kʌm	rub	rʌb
əː	her	həː*	word	wəːd
ə	the	ðə	under	'ʌndə*
ei	face	feis	name	neim
ou	go	gou	nose	nouz
ai	five	faiv	eye	ai
au	mouth	mauθ	down	daun
oi	boy	boi	point	point
iə	here	hiə*	near	niə*
eə	chair	tʃeə*	where	weə*
uə	you're	juə*	poor	puə*

NOTE ON COMPOSITION EXERCISES

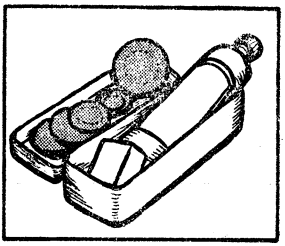
The 100 composition exercises on pages 163-210 may be done as shown below.

Exercises	1 to 5	after	Reading-Text	1	has	been	read
,,	6 to 11	,,	,,	2	,,	,,	
,,	12 to 16	,,	,,	3	,,	,,	
,,	17 to 21	,,	,,	4	,,	,,	
,,	22 to 27	,,	,,	5	,,	,,	
,,	28 to 32	,,	,,	6	,,	,,	
,,	33 to 37	,,	,,	7	,,	,,	
,,	38 to 42	,,	,,	8	,,	,,	
,,	43 to 47	,,	,,	9	,,	,,	
,,	48 to 54	,,	,,	10	,,	,,	
,,	55 to 60	,,	,,	11	,,	,,	
,,	61 to 65	,,	,,	12	,,	,,	
,,	66 to 70	,,	,,	13	,,	,,	
,,	71 to 75	,,	,,	14	,,	,,	
,,	76 to 80	,,	,,	15	,,	,,	
,,	81 to 85	,,	,,	16	,,	,,	
,,	86 to 90	,,	,,	17	,,	,,	
,,	91 to 95	,,	,,	18	,,	,,	
,,	96 to 100	,,	,,	19	,,	,,	

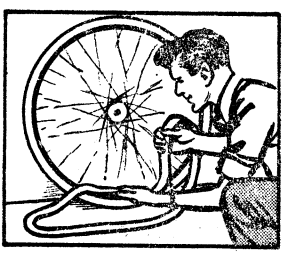
READING-TEXT ONE

§ 1

MENDING A PUNCTURE

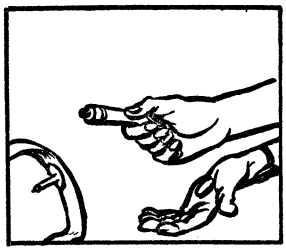


The front tyre of John's bicycle is flat. John has a puncture. John has not much money, so he does not want to take his bicycle to a bicycle repair shop. He is going to repair the puncture himself. He has taken the narrow little box from the tool bag at the back of the saddle. He is now going to start work. First he must get the inner tube out.



John has just pulled the inner tube out. This tube has no air in it. John wants to find where the puncture is. How will he do this? First he will pump air into the tube. Then he will put the tube into a bucket or bowl of water. He will pull the tube round slowly through the water and watch it carefully until he sees bubbles of air.

John has pumped up the inner tube. It is full of air now. John has taken a bucket to the kitchen tap. The bucket is nearly full. What is John doing now? He is holding part of the tube in the water. He is trying to find the puncture. When he sees bubbles rising from the tube, he will know where the puncture is.



John has found the puncture now and has marked a cross on it with a pencil. He has taken the inner tube out of the water and has dried and cleaned it. He has let the air out of it. He has taken a small rubber patch from his tin box. What has he got in his right hand? It is a small metal tube of rubber solution. John has taken the cap off. He is going to put some of this sticky solution on the place where the puncture is and also on the patch.

John has stuck the patch on. He has put some chalk on the patch so that it will not stick to the inside of the outer cover. He has pumped a little air into the tube. Now he is pushing it back under the outer cover. He is doing this very carefully. When this is done, he will pull the outer cover back over the rim of the wheel. Then he will take his pump and pump up the tyre until it is hard.

How did John repair the puncture? He went to the tool bag that hangs behind the saddle. He opened this bag and took out a narrow tin box. Then he pulled the inner tube out carefully from under the outer cover. He pumped some air into it. He listened, but heard nothing. There was no sound of air escaping. So the puncture was a small one.

John then carried a bucket to the kitchen and filled it with water. He carried it out and put it down by the wheel of his bicycle. Then, slowly and carefully, he pulled the tube round, a few inches at a time, through the water. When he saw air bubbles begin to rise through the water, he knew where the puncture was. He marked the place with a cross.

John took a small rubber patch from the tin box. He cleaned the inner tube at the place where the puncture was and let the air out. He took the metal cap off the tube of rubber solution and pressed the sides of the tube gently until the solution came out. He put some of the solution on the patch and some on the inner tube. He pressed

the patch down gently. Then he put some chalk on the patch so that it would not stick to the inside of the tyre.

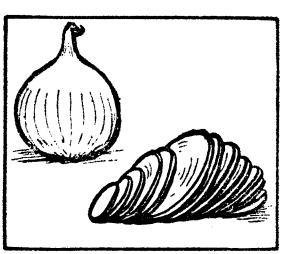
The next thing was to get the inner tube back. John pumped a little air into the tube and then pushed it back under the cover. Then he got the cover back into place all round the rim of the wheel. Lastly he pumped the tyre up until it was quite hard.

§ 2

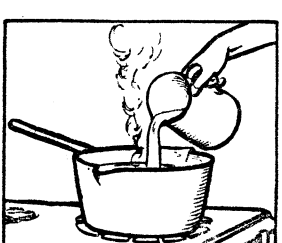
MARY MAKES ONION SOUP

John's wife is called Mary. Both John and Mary are fond of soup. So Mary is going to make some soup for their supper. Mary is a good cook, so before she starts work she always gets together everything she will want. She has everything ready on her kitchen table now. She has four onions, half an ounce[1] of fat, salt, and pepper. The soup will be onion soup.

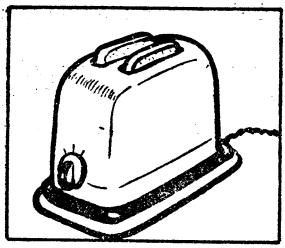
What is Mary doing now? She is cutting up the onions. She is cutting them into thin slices. When she has sliced the onions, she will put the fat into a pan, put the pan on the gas-stove, and light the gas. When the fat has melted, she will put the onions into the pan. She will cook the onions gently for about fifteen minutes. She does not want the onions to stick to the pan, so from time to time she will shake the pan.



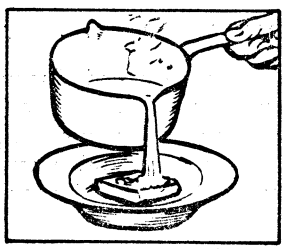
Mary has cooked the onions. Now she is pouring into the pan some water in which meat and bones have been boiled for a long time. Mary is adding two pints of this water. She will also add some salt and pepper. She will let the soup boil for about half an hour.



[1] *ounce:* 28·35 grammes.



The soup is made now. Mary has cut four slices of bread and is toasting them. Two of the slices are in the electric toaster. When the four slices are toasted, Mary will put them in the bottom of the soup-plates. Then she will pour the soup over the toast.



The four slices of bread are all toasted now. Mary has put them in the soup-plates. Now she is pouring the soup over the hot toast. What will she do next? She will call her husband and the two children. She will tell them to come and have supper.

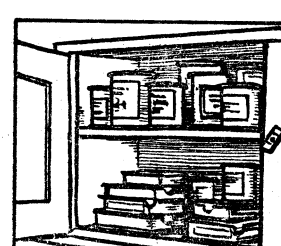
§ 3

JOHN GETS HIS OWN DINNER

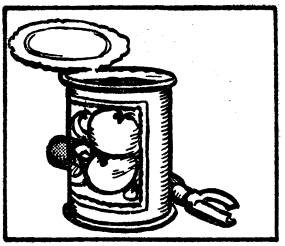
Mary has taken the children to see their grandparents. Mary's parents live in the country, about fifteen miles away. John likes to work in the garden on Saturdays, so he has not gone with Mary. He is at home, and he is alone.

John has to get his own dinner. He is not a good cook. He knows very little about cooking. What will John have for dinner?

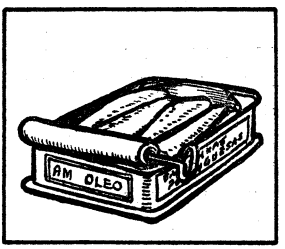
What is there in the kitchen cupboard? There are lots of tins. There are tins of soup, tins of meat, tins of fish, tins of vegetables, and tins of fruit. There are so many tins that John finds it difficult to choose. At last he takes down from the shelves a tin of tomato soup and a tin of sardines.



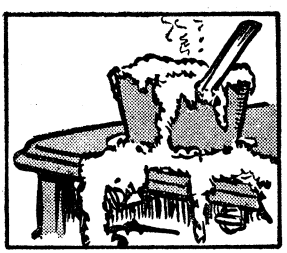
For a long time John could not find the tin-opener. He did not know where Mary kept it. At last he found it in a drawer. He has opened the tin of soup. He thinks he is very clever because he has done this without cutting his fingers. He is going to pour the soup into a pan.



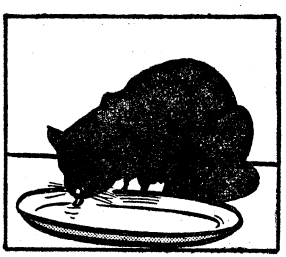
John has poured the soup into a pan and has put it on the gas-stove. Now he is opening the other tin. This is more difficult. It has a different kind of opener. This opener is like a key and John has to turn it round and round. The sardines are from Portugal and are in olive oil. Once again John is clever enough to open the tin without cutting himself. He will empty the sardines out on to a dish.

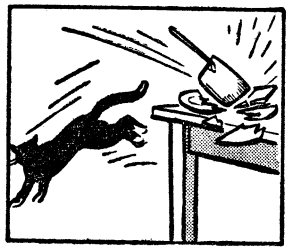


While John is turning the sardines out on to the dish, he hears a noise. He looks round quickly. The tomato soup has boiled over. The top and sides of the stove are a beautiful pink colour. The pan is almost empty. John will not have tomato soup today.



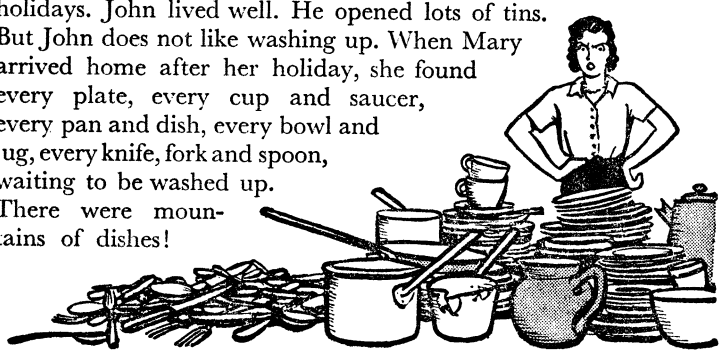
'Well, I still have the sardines,' John says to himself. He turns away from the stove. But John will not have sardines, either. The cat has jumped on to the table. She has eaten all the sardines and is now licking the dish clean.





John did not open any more tins. He threw a pan at the cat but missed her. Then he put his coat on and went out. There was a good restaurant only a hundred yards away. The waitress was very pretty and John soon forgot his troubles.

Last summer John had to look after himself for a week while his wife and the children were away at the seaside during the school holidays. John lived well. He opened lots of tins. But John does not like washing up. When Mary arrived home after her holiday, she found every plate, every cup and saucer, every pan and dish, every bowl and jug, every knife, fork and spoon, waiting to be washed up. There were mountains of dishes!



CONVERSATIONS

No. 1

(*Mr Walton is the elderly man whose diary you read in Reading-Text Twenty-four in Book One. Jack is an American boy, 12 years old, whose parents are staying in England. Jack goes to the village school.*)

MR WALTON: Hullo, Jack! What did you learn at school this afternoon?

JACK: We didn't learn anything this afternoon. We saw a television programme.

MR WALTON: What! Television in school!

JACK: Yes, we've just got a television set, a big one. We're going to see programmes three times a week.

MR WALTON: We had to work at school when I was a boy. That was a long time ago, though. Things have changed now. It was the three R's in those days.

JACK: The three R's! What are they?

MR WALTON: Don't you know what the three R's are? Reading, writing and arithmetic, of course.

JACK: Oh, we do those. We call arithmetic 'number'. But I like the wireless lessons and now the television programmes.

MR WALTON: Yes, I'm sure you do. It's the three L's today, not the three R's.

JACK: The three L's?

MR WALTON: Yes, the three L's. Listen, look and be lazy.

FOR STUDY

TABLE No. 1

1. VERB TENSES (REVISION)

What	is John going to do? is John doing? has John (just) done?	
John	is going to repair is repairing has (just) repaired	a puncture.
	is going to pump is pumping has (just) pumped	the tyre up.

2. TENSES IN CLAUSES

When Mary *has sliced* the onions, she *will put* them into the pan.
When the toast *is* ready, Mary *will put* it in the soup-plates.
When the soup *is* cooked, Mary *will call* John and the children.

We *shall go* for a walk
- when it *stops* raining.
- when the rain *stops*.
- if it *does not rain*.
- as soon as the rain *stops*.

We *shan't go* out
- while it *is raining*.
- until the rain *stops*.
- until it *stops* raining.
- until the rain *has stopped*.
- until it *has stopped* raining.

3. IT

Is *it* difficult *to understand English money*?
Do you find *it* difficult *to understand English money*?
There were so many tins that *it* was difficult (for John) *to choose*.
There were so many tins that John found *it* difficult *to choose*.

4. WITHOUT

Mr Green can't read without glasses.
We can't buy things without money.
I can't open the tin without a tin-opener.
John opened the tin without cutting his fingers.
She went away without saying 'Good-bye'.
Don't leave the shop without paying for the books!

5. NEITHER . . . NOR; NOT . . . , EITHER

Neither Roger *nor* David has been to Greece.
Roger hasn't been to Greece. David has*n't* been there, *either*. (=*Neither* has David.)
John will have *neither* tomato soup *nor* sardines.
John won't have tomato soup. He won*'t* have sardines, *either*. (=*Neither* will he have sardines.)
Mr Walton likes *neither* the cinema *nor* television.
Mr Walton doesn't like the cinema. He does*n't* like television, *either*. (=*Neither* does he like television.)

READING-TEXT TWO

ANY QUESTIONS?

(Mustapha and Ali are two young Egyptian students who are in England in order to improve[1] their English. Here are some of the questions they ask, and the answers given by Mr and Mrs North, the people with whom they are living.)

§ 1

MUSTAPHA: Will you tell me the difference between a habit and a custom, please?

MR NORTH: Let's have some examples. That's usually the best way to show the meanings of words. Smoking's a habit. Many people say it's a bad habit. It's certainly an expensive one. I smoke about forty cigarettes a day.[2]

MRS NORTH: I'm in the habit of going to bed very late, and getting up late, too.

MR NORTH: A habit is something that a person has been doing for a long time, usually. So it's usually difficult to give up[3] a habit.

ALI: I always look up new English words in my dictionary. Can I say that's a habit?

MR NORTH: Yes, and it's a good thing to make a habit of looking up words in a dictionary, if the dictionary's a good one.

MUSTAPHA: Will you give us some examples of *custom*, please?

MRS NORTH: It's the custom for men to raise their hats when they meet a woman they know in the street.

MR NORTH: In England it's the custom to celebrate Christmas. In Scotland it's the custom to celebrate New Year's Day.[4]

MRS NORTH: It's the custom of good Muslims to fast during the month of Ramadan, isn't it? That's a good example of *custom*.

ALI: Is there any time when it's the custom of Christians to fast?

MRS NORTH: Well, there's Lent. Fasting in Lent often means going without[5] meat. Some people give up such pleasures as going to dances, theatres and cinemas during Lent.

1 *improve:* make better.
2 *a day:* every day.
3 *give up* (smoking)*:* stop (smoking).
4 *New Year's Day:* 1 January.
5 *go without:* not have.

MUSTAPHA: When's Lent? Is it before Christmas?

MRS NORTH: No, Lent's the forty days before Easter.

MR NORTH: What do you think of the custom of varnishing finger-nails? Do the women in Egypt do that?

ALI: Oh, yes, many of them do. I like to see pink finger-nails, but I don't like them when they're dark red.

MRS NORTH: Customs change, don't they? It used to be the custom for men to give up their seats to women in buses and trams. Not many men do that now.

MR NORTH: Oh, that isn't true! Men still give up their seats to old people, to women carrying babies, and to people who're ill.

MRS NORTH: Yes, and I've sometimes seen young men offer their seats in a crowded bus to pretty-looking young women, but not to plain-looking women. I think we can say that a custom is something that belongs to a large number of people of the same sort: all Muslims, or all Christians, for example.

MR NORTH: Let's say people who belong to a society or a nation. Customs are social and habits are personal.

§ 2

ALI: What's the difference between *steal* and *rob*?

MRS NORTH: Well, we steal *things* and rob *people.*

MR NORTH: We? I hope we neither steal nor rob.

MRS NORTH: You know quite well what I mean. *Things* are stolen and *people* are robbed.

MR NORTH: Let's have some examples. 'If you steal something, you'll be punished. You'll be sent to prison.'

MRS NORTH: 'A thief stole my hand-bag.'

MR NORTH: 'Tom's bicycle was stolen from outside the school.' Those are all examples of *steal.* Now let's have some examples of *rob.*

MRS NORTH: Suppose you're walking along a road in the country on a dark night and a man knocks you down and takes your money. That man's a *robber.* We say that he robs you of your money. Or we can say you've been robbed of your money.

MR NORTH: A robber uses force, or a threat of force.

MUSTAPHA: Suppose the man breaks a window in your house and then climbs in and takes your money. Is he a robber?

MRS NORTH: He's a thief. If he does it at night, he's a burglar. A burglar is a man who breaks into a building at night.

ALI: What do you call him if he breaks into your house in daylight?

MR NORTH: Oh, he's a thief. Or we can call him a housebreaker.

MUSTAPHA: And if a man steals something out of my pocket in a crowded street?

MR NORTH: He's a thief, too. A pick-pocket, if you want another name for him.

MUSTAPHA: We have pick-pockets in Cairo. Are there any in London?

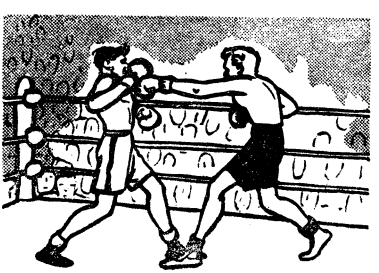
MRS NORTH: Well, I advise you to keep your coat buttoned up in a big crowd. There *are* pick-pockets in London.

§ 3

MUSTAPHA: Can you tell me something about the words *game* and *sport*, please? I'm never quite certain about how to use them.

MR NORTH: What's the difficulty, Mustapha?

MUSTAPHA: Well, football and tennis are games, aren't they? Swimming and rowing and mountain-climbing are *not* games, are they? What's boxing? Is that a game or a sport?



ALI: They have running and jumping and all sorts of things at the Olympic Games. But running and jumping are *not* games. That's the difficulty.

MR NORTH: There are many things at the Olympic Games that are not games. They're athletic events. Let's take the word

game first. Football and tennis are games. When we use the word *game* we generally think of some kind of sport in which there are two sides or teams, the eleven men in a football team, for example, or fifteen if it's Rugby football.

MRS NORTH: It's right to say that most outdoor games are played with balls, isn't it?

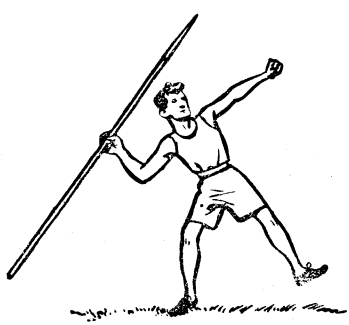
MR NORTH: Yes, most of them. Ice hockey's an exception.

MUSTAPHA: Games are *played.* That's a useful thing to remember. But what about boxing?

MR NORTH: Boxing's a sport, not a game. It's true that we talk about boxing matches and football matches. You can say, 'Do you play football?' But if you ask about boxing, you must say, 'Do you box?' or 'Are you a boxer?'

MUSTAPHA: You said that running and jumping were athletic events, didn't you?

MR NORTH: Yes, athletic events. The High Jump, the Long Jump, the Hop, Step and Jump, these are called *field* events. So are all the events in which the athlete throws something—a heavy weight, or a discus, or a javelin. Running races are called *track* events. The track is the ground that has been made for running on. The Marathon race is run across country, so it's not a track event.



§ 4

ALI: Some Englishmen are fond of hunting, shooting and fishing, aren't they? Are these called sports?

MR NORTH: Yes, but they're expensive sports.

ALI: Are you a hunter, Mr North?

MR NORTH: Good heavens, no! There's no hunting in England now except fox-hunting. Foxes are almost the only wild animals

we have left in England today—animals that can be hunted, I mean.

MRS NORTH: And if a man hunts foxes, you must *not* call him a hunter!

ALI: Why not?

MR NORTH: We use the word *hunter* for men in Africa and India who shoot wild animals such as lions, or tigers, or elephants. And men who hunt animals for food are called hunters, too.

MUSTAPHA: What *do* you call men who hunt foxes in England?

MR NORTH: There's a good book by a writer called Siegfried Sassoon. 'Memoirs[1] of a Fox-Hunting Man' is the title.

ALI: And what do you call men who go out shooting birds or rabbits? The birds and rabbits are eaten, aren't they? Can't I call these men hunters?

MR NORTH: No, not in England. We can say a person is fond of shooting, but we can't call him a hunter.

MUSTAPHA: It's all very puzzling.

MRS NORTH: I'm afraid it is. Don't use the word *hunter* if you ask a man whether he hunts foxes. Say, 'Do you hunt?' Then you'll be all right.

[1] *memoirs:* (here) autobiography; person's life, written by himself.

CONVERSATIONS

No. 2

MR WALTON: Well, Jack, have you been a good boy today?

JACK: Not very good, I'm afraid. But we've had lots of fun.

MR WALTON: 'We'? Who are 'we'?

JACK: Dick, Jim and me.

MR WALTON: And what did you do?

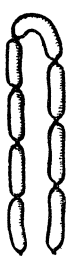
JACK: First we went to the football match in the school playing-field. There were about thirty bicycles near the gate. We went round and let the air out of all the tyres.

MR WALTON: And do you call that fun? That wasn't a very kind thing to do!

JACK: Oh, but it *was* fun! We waited until the match was over and the boys all came to get their bicycles. They *were* surprised! It was very funny to see them all pumping up their tyres.

MR WALTON: Well, it was a good thing none of them saw you, wasn't it? And what else have you naughty boys been doing this afternoon?

JACK: We tried to have some fun with the butcher, but he was too clever for us.



MR WALTON: Oh! Tell me about it.

JACK: Well, we went to his shop. He had a lot of pork, so Jim asked if he sold pork by the yard.

MR WALTON: Pork by the yard?

JACK: Yes, that's what we thought was funny. But the butcher said, 'Yes, five shillings a yard.'

MR WALTON: I suppose he tried to sell you a yard of sausages.

JACK: No, he took three pig's feet, put them on a sheet of newspaper, and gave them to Jim.

MR WALTON: Three feet make one yard, eh? Yes, the butcher was certainly too clever for you. You didn't take them, I suppose?

JACK: No, we hadn't got five shillings. We hadn't even got fivepence. We didn't want the feet. We ran away.

FOR STUDY

1. CAN, COULD

Harry *can* speak Spanish *now*.
He *couldn't* speak Spanish *three years ago*.

Mary *can* read Latin *now*.
She *could* read Latin *when she was ten*!

Could you speak English well *last year*?
You *can* speak English well *now*, *can't* you?

I *couldn't* find the tin-opener *yesterday* and I still *can't* find it *today*.

2. WILL, WOULD

John *says* he *will* be back before dark.
John *said* he *would* be back before dark.

I *know* Tom *will* be late for school.
I *knew* Tom *would* be late for school.

He *is going to put* some chalk on the patch so that it *will* not stick to the inside of the tyre.
He *put* some chalk on the patch so that it *would* not stick to the inside of the tyre.

3. BUT, ALTHOUGH, THOUGH

He is very wealthy, but he is not dishonest.
Although he is very wealthy, he is not dishonest.
He is very wealthy. He is not dishonest, though.

My car is very old, but it still goes well.
Although my car is very old, it still goes well.
My car is very old. It still goes well, though.

Mr Walton is nearly seventy, but he still likes to talk to the school-children.
Although Mr Walton is nearly seventy, he still likes to talk to the school-children.
Mr Walton is nearly seventy. He still likes to talk to the school-children, though.

4. (IN ORDER) TO

Children go to school (in order) to learn things.
He stood up (in order) to see better.
She ran across the street (in order) to catch the bus.
Eat to live, but do not live to eat.

5. SO THAT; IN ORDER THAT

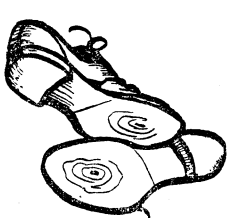
Why did John put chalk on the patch? He put chalk on the patch so that (*or* in order that) it would not stick to the inside of the tyre.

6. THE REFLEXIVE PRONOUNS

John cut *himself* while he was shaving.
Mary cut *herself* while she was opening a tin.
They both cut *themselves*.
I cut *myself* while I was slicing some bread.
The cat cut *itself* when it jumped down on some bits of glass.
We all cut *ourselves*!
Do you ever burn *yourself* when you are cooking?
Do you and your sister ever burn *yourselves* when you are cooking?

7. HAVE TO

Mary went into the country, so John *had to get* his own dinner.



The soup boiled over and the cat ate the sardines, so John *had to go out* to a restaurant.
Mr Dodds *has to work* very hard. He has a wife and ten children!
My back tyre is flat. I *shall have to pump* it up.
Look at these shoes. I *shall have to take* them to be repaired.
Mary didn't feel well, so we *had to ask* the doctor to come and see her.

READING-TEXT THREE

FROM THE NEWSPAPERS

§ 1

ANNOUNCEMENTS

BIRTHS

BAXTER.—On Jan. 31, 1955, at the Morris Maternity Home, Ashbridge, Yorkshire, to SUSAN, wife of HENRY BAXTER—a daughter.

GREEN.—On Jan. 29, 1955, at Stamford House, Amton, Lancashire, to JANE, wife of Lieutenant JOHN GREEN—a son.

MARRIAGES

MULBERRY : VINE.—On Jan. 26, 1955, at the Church of St Peter, North Eden, by the Rev. S. W. Chapman, JOHN, son of Mr and Mrs R. K. MULBERRY, to ANNE ELIZABETH, younger daughter of the late Mr and Mrs F. W. VINE.

HILL : DALE.—On Jan. 28, 1955, in Singapore, Lieutenant WILLIAM HILL, R.N., eldest son of Mr and Mrs F. T. L. HILL, Dover, to SYLVIA, eldest daughter of Mr and Mrs C. K. DALE, Deal, Kent.

DIAMOND WEDDING

WILSON : WATSON.—On Jan. 30, 1895, in Hong Kong, JOHN HENRY WILSON, of Worthing, Sussex, to MARGARET WATSON, of Edinburgh.

DEATHS

BUTLER.—On Jan. 29, 1955, peacefully at his home in Kensington, JOHN CHARLES BUTLER, aged 96. Funeral at St Peter's Church, Feb. 1. No flowers.

SIMS.—On Jan. 28, 1955, at a London Nursing Home, ANNE SIMS, widow of Dr JOHN SIMS, in her 77th year. Funeral private.

§ 2

ADVERTISEMENTS : EDUCATIONAL

3 lines 18s. (minimum)

ADVICE free to parents who wish to send their children to Boarding Schools. Please give age of child, districts preferred, date of entry, and any special needs.—The Hill School Service, Bond House, Piccadilly, London, W.1.

THE MILTON LANGUAGE SCHOOL
2783 Oxford Street, London, W.1.
Tel. POP 8359.
All foreign languages taught, day and evening classes, or private lessons; classes for beginners and advanced students. Daily classes[1] for foreigners wishing to learn English. Preparation for the University of Cambridge Diplomas in English for Foreign Students. (Authorized Examination Centre.)

HILLTOP GIRLS' SCHOOL, MIDDLEMARCH, LOAMSHIRE. Boarding School for Girls, ages 7-17. Pupils are prepared for all examinations; special attention to languages (French, Italian, German, Spanish) and to games (tennis, hockey) and sport (swimming, riding, rowing). Good stables, ponies and horses. Write to the Headmistress, Miss Violet Gresham, for prospectus.

[1] *daily classes:* classes every day.

§ 3

APPOINTMENTS

YOUNG Italian girl, student, speaks English and French, seeks post in a school or family, giving lessons or looking after children.—Write Box L.1367, The Daily ——, London, E.C.4.

YOUNG man, ex-officer, tired of uninteresting office work, is willing to go to any part of the world and to do anything legal: speaks several languages; drives all makes of cars; exciting work more important than salary.—Write Box F.238, The Daily ——, London, E.C.

MARRIED couple wanted, Cook-General and Chauffeur-Gardener; country house 2 miles Oxford, good bus service; family three adults, five children; wages £9; comfortable rooms with central heating.—Write Box S.754, The Daily ——, London, E.C.

§ 4

NEWS ITEMS

HARD FROST IN KENT

Kent has shivered with the rest of the country all this week, and in some places temperatures have been as low as those recorded in the unusually cold winter of 1947.

On Wednesday night the thermometer at East Malling recorded 10° F. (22 degrees of frost). Yesterday at 10 a.m. it had risen only 8 degrees to 18.

The River Medway at Maidstone was frozen in places and boys were out skating.

People in many places found pipes frozen when they got up yesterday morning. In many country districts wells could not be used. Thick ice had to be broken so that animals could get drinking water.

In Ashford, where there were fifteen degrees of frost on Wednesday night, butchers had to work hard to cut up frozen meat. They were watched by housewives, who wondered whether they would get meat for the week-end.

[1] *enter:* come or go in(to).
[2] *phone:* telephone.
[3] *note:* bank-note.

THREW CHAIRS AT BURGLAR

Miss Anne Stott, 47, who lives alone at 18 Station Road, Middletown, awoke at 3 a.m. on Sunday and saw a tall young man standing in her room.

She jumped out of bed and threw a chair at him as he ran down the stairs. Then she ran to the bedroom window, opened it, and threw another chair at the burglar as he was getting out of a downstairs window by which he had entered.[1]

As he ran down the street, Miss Stott stood at her bedroom window and shouted for help. Neighbours phoned[2] for the police. Every room in the house had been entered, and £10 in notes[3] and a gold watch were missing.

Police dogs were used, but the man was not caught.

SAVES YOUNG BROTHER

David Smith, aged 11, dropped his 18-month-old brother fourteen feet out of a bedroom window into a blanket held by neighbours when fire broke out yesterday at their home at Hill Top, Midpool. He then jumped himself.

ADVERTISEMENTS

SALE

ENDS THIS WEEK

BUY NOW AND SAVE MONEY

SAVE up to £2!

SUITS

Usually £8.15 *NOW* £7.15
£10.15 *NOW* £8.15
£12.15 *NOW* £10.15

OVERCOATS

Usually £6.5 *NOW* £5.9.6
£7.15 *NOW* £6.15
£8.10 *NOW* £7.9.6

HOBSONS

for Good Clothes

77 HIGH STREET, MIDDLETOWN

Your cat will love it!
She will come without being called!
Full of fish and liver!
All the vitamins your cat needs!
Only 10d. a tin!
Enough for three meals!

FREE . . . Beautiful pictures in colour of prize-winning cats! One picture in exchange for six Blue Triangle labels. Send labels with your name and address in BLOCK LETTERS, please.

BLUE TRIANGLE CAT FOOD, LIVER HOUSE
FISH ROAD GRIMSBY

CONVERSATIONS

No. 3

MARY (age 7): Where's Mummy[1] gone, Daddy?

DADDY: Mother's in the Maternity Home.

MARY: What's a Maternity Home, Daddy?

DADDY: It's a nursing home for women who're going to have babies.

MARY: My Mummy's going to have a baby, isn't she?

DADDY: Yes, Mary.

MARY: Will it be a little boy or a little girl?

DADDY: We don't know yet. Which do you want, a sister or a brother?

MARY: I think I want a little sister. When shall we know?

DADDY: Can't be sure, Mary. Tomorrow, perhaps, or perhaps the day after tomorrow.

No. 4

JOHN: How do you and your family spend these long winter evenings, Elsie?

ELSIE: At home. We don't go out much in winter. It's much warmer and much pleasanter indoors,[2] and I hate going out in the rain and cold. The streets are so dirty, too.

JOHN: But don't you find it rather dull[3] staying at home? I like going to theatres and cinemas.

ELSIE: Oh, no, we don't find it dull. We listen to the wireless. There's always plenty of good music in the programmes. And we do a lot of reading.

JOHN: All sitting round the fire and each reading a book, I suppose. Not a word spoken. That seems dull to me.

ELSIE: Oh, we read to one another. We often read plays. Each of us takes a part.

JOHN: That's fun,[4] I'm sure. I like play-reading.

ELSIE: Why not come in one evening and take part in one of our play-readings? We're going to read Shaw's *Saint Joan* next week.

JOHN: Thank you, Elsie, I will.

[1] *Mummy:* (child's word for) mother. [2] *indoors:* inside a house or other building.
[3] *dull:* not amusing or interesting. [4] *that's fun:* that's amusing.

FOR STUDY

1. NEWS

BBC Announcer: Here *is* the news!
BBC Announcer: Here *are* the news *head-lines*.
Here *is* an interesting *item* (*piece*) *of news* from Madrid.
Here *are* some interesting *news items* (*items of news*) from Spain.
What is the first item on the programme?

2. ANNOUNCE, ANNOUNCEMENT, ANNOUNCER

The Head Mistress announced that Tuesday would be a holiday.
The Head Master made several announcements.
Mr Green: 'I have several announcements to make.'
An announcer in a broadcasting station is a man or a woman who announces the items in the programmes.

3. THE DARK, THE RAIN, ETC.

The baby doesn't like going to bed in *the dark*.
Mary is seven. She is not afraid of *the dark*.
Don't go out in *the rain*.
Come in out of *the cold*.
Come indoors. Don't stay out in *the cold*.

4. HARD (adj. and adv.)

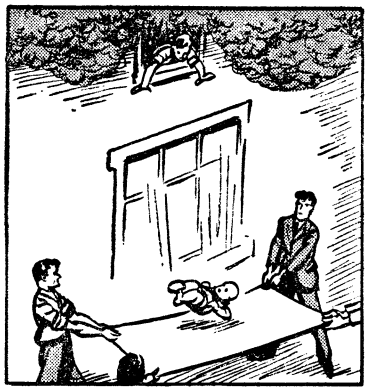
{ Mr Green is a hard worker.
{ Mr Green works hard.

{ There was a hard frost last night.
{ It froze hard last night.
{ The snow is frozen hard.
{ The ground is too hard to dig.

5. PREPARE, PREPARATION

This school *prepares* students *for* all examinations.
Preparation of students *for* the Cambridge Diplomas in English is an important part of our work.
Are you *prepared for* the cold weather?
Have you bought warm clothes *in preparation for* the winter?

6. DROP



He dropped his young brother out of the bedroom window into a blanket held by neighbours.

The teapot dropped out of her hand and broke.

She dropped the teapot and broke it.

Don't drop the baby!

Don't let the baby drop!

7. SERVICE

There is a good bus service to the station.

The train service between London and Edinburgh is good.

The Hill School Service gives free advice to parents about schools.

The service in this hotel is not very good.

The School Health Service in Great Britain looks after the health of all school-children.

8. WAGES, SALARY

Wages are paid to workmen and servants. They are paid by the day or week or month.

Mr White works in a shop. His wages are £8 a week. He takes his wages home to his wife every Saturday.

Mr Green is a headmaster. His salary is £900 a year. He is paid once a month.

9. BREAK OUT, OUTBREAK

Fire broke out in a baker's shop in West Street last night.

The First World War broke out in 1914.

At the outbreak of the Second World War he was living in Belgrade.

There has been an outbreak of disease in that district.

10. THE PASSIVE VOICE

Thick ice had to be broken (They had to break thick ice) so that animals could get drinking water.

All foreign languages taught. (We teach all foreign languages.)

Wells could not be used. (It was not possible to use the wells.)

Every room in the house had been entered. (The man had entered every room in the house.)

The man was not caught. (The police did not catch the man.)

Not a word was spoken. (Nobody spoke.)

11. OLDER, ELDER; OLDEST, ELDEST

Mr and Mrs Hill have three sons, William, John and Henry. William is the *eld*est son and Henry is the youngest son. John is two years younger than William and one year *old*er than Henry.

Mr and Mrs Mulberry have two daughters, Mary Jane and Anne Elizabeth. Mary Jane is the *eld*er daughter and Anne Elizabeth is the younger daughter. Mary is three years *old*er than Anne.

12. SAVE, SAVINGS

Buy now and save money!

John is saving (up) his money to buy a bicycle.

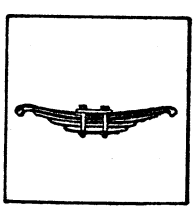
John has a box in which he keeps his savings.

We are saving (up) for the summer holidays.

David Smith saved his 18-month-old brother (saved his brother's life).

READING-TEXT FOUR

ENGLISH THROUGH PICTURES



§ 1

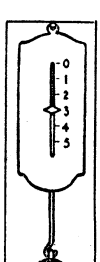
SPRINGS

If you pressed a tennis ball very hard, it would change its shape. If you then stopped pressing it, it would go back to its original shape. A tennis ball is elastic. Rubber is elastic. It returns to its original shape after being pressed, pulled or pushed. Springs are elastic. If you pressed a spring, and then let it go, it would return to its original shape.

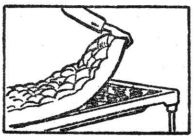
In the first picture a spring is being pressed hard. In the second picture the man has let the spring go. It has returned to its original shape.

There are many different sorts and sizes of springs. The third picture shows the sort of spring that is used in motor-cars. These springs make travelling by road comfortable. If, because of bad roads, the springs of a car broke, the journey would be very uncomfortable.

The next picture shows a spring balance. This weighs objects only up to 5 lb. When an object is placed on the hook at the bottom of the balance, it pulls the spring. There is a needle fixed to the spring. As the spring is pulled down the needle moves down, too. Here the needle is pointing to the figure 3. The weight of the object is 3 lb. If we took the object from the hook, the spring would return to its original position. The needle would move up, too. It would go back to zero (0).

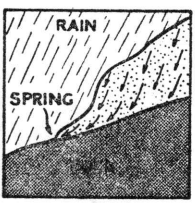


What would happen if we placed a very heavy object, for example, something weighing 50 lb., on the hook? The spring would break.



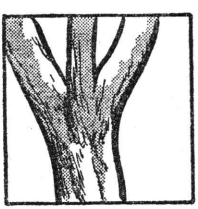
This is a picture of part of a bed. There is a mattress, filled with wool (or feathers, or hair). The mattress has been lifted at one corner to show the springs underneath. These springs are made of thick wire. Springs of this sort are used in some arm-chairs.

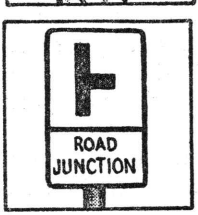
The word *spring* has many meanings. You already know *spring* as the name of one of the four seasons of the year. If you look up the word in a dictionary, you will find that it also means a place where water comes up from the ground. We often find springs along the sides of hills and valleys. Some kinds of rock do not allow water to pass through. Rain falls and sinks into the ground. This underground water cannot pass through hard kinds of rock. When the water reaches the surface of the rock, it flows out. There is a spring.

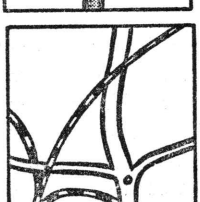


§ 2

BRANCHES







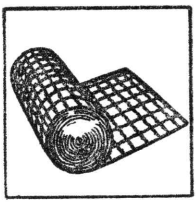
The word *branch*, like the word *spring*, has several meanings. This drawing shows you the most usual meaning of the word. This is part of a tree. At the bottom of the drawing you see the trunk. At the top you see the branches. The trunk of the tree is much thicker than the branches.

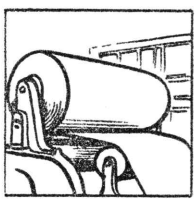
Do you remember reading, in Book One, about the road signs in Great Britain? Here is the sign for a road junction. The road that comes in from the right is a branch road. Roads that go between large and important towns are called main roads, or trunk-roads. A trunk-line is a main railway line. A branch road or a branch line is one that leaves the main road or the main line and goes off in a different direction. On this map you will see a main railway line and two branch lines, a main road and two branch roads.

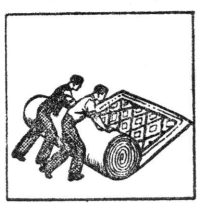
In a small village there is only one post office. In a large town there are usually a main post office and numerous branch post offices.

The Oxford University Press has its main offices in England. It has branches in many parts of the world. There is a branch in New York. There are branches in Canada, Australia, New Zealand and South Africa. The West African branch, in Ibadan, Nigeria, was opened in January 1954.

Mathematics is a branch of knowledge. Arithmetic, algebra and geometry are branches of mathematics.







§ 3

ROLL

The word *roll* is used both as a noun and as a verb. Let us first study some of the meanings of the noun *roll.*

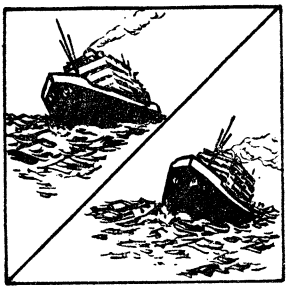
The first drawing is of a large roll of cloth, the kind of cloth from which clothes are made. When a tailor has to make a suit, he unrolls the cloth and cuts off as much as he will need, about three and a third yards for a man of ordinary size.

Under this there is a drawing of a roll of newsprint. Newsprint is the kind of paper on which newspapers are printed. If you visited a newspaper office, you would see this newsprint going through the machines.

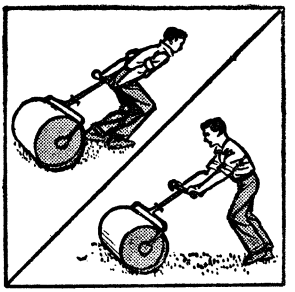
The man in the third drawing is heavy and fat. Look at the rolls of fat under his chin. He probably eats far too much.

Now let us study the verb *roll.* The two men in this drawing are rolling up a carpet. They have nearly finished rolling it up. When they have rolled it up, they will carry it outside the house. They will then beat the carpet hard with heavy sticks to get the dust out of it.

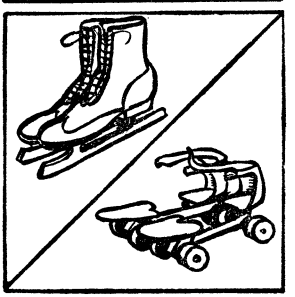
This ship is rolling in a storm. The wind is blowing hard, and the waves are high. The ship goes first to one side and then to the other side. It goes half way over and then rolls back again. The rolling of a ship makes some people ill. They become seasick when a ship rolls.



This man is rolling the grass. He is using a heavy garden roller. He can move the roller either by pushing it or by pulling it. Rolling the grass helps to make the ground smooth. It is, of course, useless to roll the grass when the ground is frozen hard in winter or when it is made hard by hot, dry weather in summer.



We usually skate on ice. This drawing shows the kind of skates that are used on ice. It is also possible to skate on a hard wooden floor or even on a smooth road. The drawing also shows you the kind of skates needed for moving fast and easily over a hard floor. They are called roller-skates.



Here are some more examples of the word *roll*:

If you placed a ball on a table and then pushed the ball, the ball would roll. If you pushed it hard enough, it would roll off the table and fall to the floor.

Some men like to make their own cigarettes. They buy tobacco and a special kind of paper. They put some tobacco on a piece of cigarette paper and then roll a cigarette.

§ 4

WAVES

Here is a large wave. It is about to break on the sand. In calm weather the sea is smooth. During a storm, and often for a long time after a storm, the sea is not smooth. There are high waves. These waves make ships move up and down or from side to side.

This young woman is sitting in a chair at the hair-dresser's. She has been sitting there for about an hour and will sit there for perhaps two hours more. She is having a permanent wave put into her hair. Her hair is not naturally wavy, so she is having an artificial wave put into it. This will last for several months.

Heat, light, sound and electricity travel in waves. Wave-length is measured from the top of one wave to the top of the next. Light waves are very short. Green light, for example, has a wave-length of only 0·0005 (nought point nought nought nought five) millimetres. Wireless waves are much longer. They are between 0·2 (nought point two) millimetres and several thousand metres.

Broadcasting stations use long, medium and short waves. Medium waves are between 100 and 3,000 metres. Short waves are between 10 and 100 metres. There are also ultra-short waves, below 10 metres, used for short-distance communication and television. Radio-telephones using ultra-short waves make it possible for police officers in cars to talk to police officers at headquarters. A radio-telephone that can be carried on a man's back is called a 'walkie-talkie'.

CONVERSATIONS

No. 5

JOHN: Would you like to go to the theatre with me, Elsie?

ELSIE : I'd love to go with you, but I can't. I've promised to go to the cinema with Harry.

JOHN : Oh, well, you'll enjoy being with Harry, won't you?

ELSIE : I'm not sure. He's a very dull young man. What are you going to see at the theatre?

JOHN : *Saint Joan*, the play we all read together last month.

ELSIE : Oh, I *am* sorry I can't come.

JOHN : Yes, it's a pity you can't come. Next week, perhaps.

ELSIE : I wish I knew Harry's telephone number. I could phone and say I'm not well enough to go with him.

JOHN : Oh, that wouldn't be very kind, would it? And if he heard you were at the theatre with me, . . . You'd better not break your promise.

ELSIE : You're right. I must keep my promise to Harry. Let's go to *Saint Joan* next week, shall we?

No. 6

MR WALTON : Good afternoon, Jack! Are you still enjoying the television programmes at school?

JACK: Yes, Mr Walton, but I wish we had colour television. We have it in the States. I'm tired of pictures in black and white.

MR WALTON : You're *never* satisfied. You get plenty of colour when you see films at the cinema. You'll want 3D[1] television soon.

JACK : Why not? I saw a 3D film last week. It was about wild animals in Africa. It was so real I felt I was there, among the lions and tigers and elephants.

MR WALTON : Tigers in Africa? Are you sure, Jack?

JACK : Well, perhaps there weren't any tigers, or perhaps it was India, not Africa. It was awfully[2] exciting!

MR WALTON: Yes, but you didn't learn much.

JACK : But I don't go to the cinema to learn things!

[1] *3D:* in three dimensions. [2] *awfully:* very.

FOR STUDY

BE SORRY, BE A PITY, WISH (THAT)

I'm sorry you *can't* come.
It's a pity you *can't* come.
I wish you *could* come.

I'm sorry Harry's so dull.
It's a pity Harry's so dull.
I wish Harry *wasn't* (or *weren't*) so dull.

Aren't you sorry you're *not* going with us?
Isn't it a pity you're *not* going with us!
Don't you wish you *were* going with us?

We're sorry your brother *hasn't* come.
What a pity your brother *hasn't* come!
We wish your brother *had* come.

WISH TO, WISH (THAT)

1. Will parents who *wish to send* their children to Boarding Schools please write to us for advice.
   There are daily classes for foreigners *wishing* (=who *wish*) *to learn* English.
2. He *hasn't got* a motor-car. He *wishes* he *had* one.
   Her hair *is not* naturally wavy. She *wishes* it *was* (or *were*).
   I *don't know* where she is. I *wish* I *did* (=I *wish* I *knew*).

WISH : IF-clauses

I *wish* I *knew* Tom's address. If I *knew* it, I *could write* to him. (But I *don't know* his address and I *can't write* to him.)

Jack *wishes* he *had* a motor-cycle. If he *had* one, he *would be* able to go to Scotland. (But he *hasn't got* a motor-cycle. He *won't be* able to go to Scotland.)

Olga *wishes* she *was* (or *were*) rich. If she *was* (or *were*) rich, she *could spend* the summer in England. (But Olga *isn't* rich, so she *can't spend* the summer in England.)

John *wishes* tomorrow *was* (or *were*) a holiday. If tomorrow *was* (or *were*) a holiday, he *could take* Elsie into the country. (But tomorrow *isn't* a holiday. John has to go to the office and he *can't take* Elsie into the country.)

Mr Green *wishes* his children *would work* harder. If they *would work* harder, they *would learn* much more. (But they *won't work* harder. They prefer to play, so they *won't learn* much.)

MORE IF-clauses

If you *press* a tennis ball very hard, it *will change* its shape.
If you *pressed* a tennis ball very hard, it *would change* its shape.

If the springs of a car *break*, the journey *will be* uncomfortable.
If the springs of a car *broke*, the journey *would be* uncomfortable.

If we *take* the object from the hook, the needle *will return* to zero.
If we *took* the object from the hook, the needle *would return* to zero.

If we *place* something very heavy on the hook, the spring *will* probably *break*.
If we *placed* something very heavy on the hook, the spring *would* probably *break*.

If there *is* a storm, the waves *will be* high.
If there *was* (or *were*) a storm, the waves *would be* high.

If the ship *rolls* in the storm, we *shall* perhaps *be* seasick.
If the ship *rolled* in the storm, we *should* perhaps *be* seasick.

If she *goes* to the hair-dresser's, she *can have* a permanent wave.
If she *went* to the hair-dresser's, she *could have* a permanent wave.

BE ABOUT TO

The wave *is about to break* on the sand.
We *were about to start* without you.
As I *was about to say*, . . .

READING-TEXT FIVE

THE STORY OF ABUL QASIM EL-TAMBURI

1. Many, many years ago, there was a merchant named Abul Qasim el-Tamburi. He was the richest man in the country. He had large, strong boxes filled with gold, and his storehouses were filled with valuable goods. He owned land and houses and gardens. But although he was so rich, he spent less than the poorest beggar in the city. He ate only dates and bread, and wore his clothes for ten years before he bought new ones. He had not bought new shoes for thirty years. When there was a hole in one of his shoes, he took it to a shoemaker and said, 'Hammer a piece of new leather over the old. Take care that none of the old leather is cut away. That old leather once cost money.' The result was that Abul Qasim's shoes were the largest in the city, and men laughed and said, 'Look! Here comes Abul Qasim el-Tamburi, half Abul Qasim and half shoes!'

2. One of Abul Qasim's friends did not like to see him laughed at, so he said to himself, 'I will teach Abul Qasim to wear the kind of shoes that a rich merchant ought to wear.' So he went to the market and bought the best pair of shoes he could find. They were made of the softest leather and sewn with gold and silver thread. Then, one day, he followed Abul Qasim to the mosque. Abul Qasim left his shoes at the door and entered the mosque. Then his friend picked up the large and heavy old shoes, and put the new shoes down in their place.

3. When the prayer was finished, Abul Qasim came out of the mosque, but could not find his shoes. He was angry. 'Someone has stolen my shoes,' he thought. But when everybody had left the mosque, there was still one pair of shoes at the door. So Abul Qasim put them on and found that they fitted very well. 'A careless man has taken my shoes by mistake,' he thought, 'and has left his own shoes in their place.' As Abul Qasim walked home he was unhappy. 'These shoes are far too good for the street,' he thought.

4. As Abul Qasim's friend walked away from the mosque he wondered what to do with the old shoes. He saw a beggar, and offered him the shoes. 'Thank you,' the man said, 'but my shoes are better than those.' So the friend walked on and saw the high garden wall of a house. The shoes were so heavy that his arm was tired. He threw the shoes over the wall, and went home.

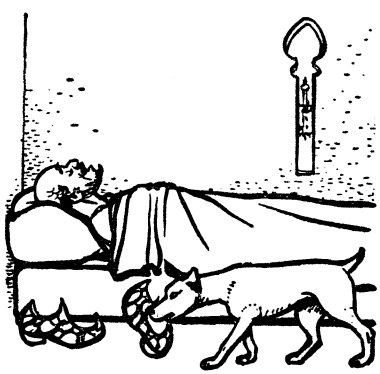
5. The shoes fell in the courtyard of the house. It was the middle of the day and everyone was resting. The owner of the house was a merchant and did not come back from the market until evening. When he reached home, he found the shoes. The merchant, like everybody else in the city, knew that these were the shoes of Abul Qasim el-Tamburi. He ran out into the street again and went to Abul Qasim's house, and found him in the street outside his door. Angrily he took hold of Abul Qasim's beard with one hand and began to strike him with the other. But the people in the street separated the two merchants. 'No fighting between Muslims!' they cried. 'To the Judge! To the Judge!'

6. So the two merchants were taken to the court, and the Judge listened to their stories. The merchant in whose courtyard the shoes had been found told his story first. 'This man must be punished,' he said. 'He was trying to enter my house. He heard me coming back and ran away. He ran off so quickly that he had to leave his shoes in the courtyard.' He showed the shoes to the Judge.

7. Then Abul Qasim told his story. He told the Judge about his visit to the mosque, and the new shoes that he had found at the door after the prayer. When the Judge had heard them both, he said, 'Abul Qasim, I know you well, and I know your shoes. You would not leave your shoes in this man's courtyard unless you were running away, as he has told me. Who would take your old shoes from the door of the mosque and leave his own in their place? You

have been telling lies.'[1] So the Judge said that Abul Qasim must be punished with fifty strokes of the whip. Then the soldiers tied Abul Qasim's hands together behind his back and gave him fifty strokes of the whip. The other merchant looked on, and when the punishment was finished he threw the old shoes at Abul Qasim and said, 'Take your shoes, and be careful what you do in future.'

8. Tears ran down Abul Qasim's face as he returned home. The old shoes had caused him so much misfortune that he decided to throw them away. He went to the rubbish pit[2] outside the city and threw into it the old shoes. 'Now they can bring me no more misfortune,' he said. He returned home, lay down on his bed, and slept. But he had a dog, and this dog used to go to the rubbish pit to look for food, because Abul Qasim never bought food for his dog. The dog, who loved its master[3] even though it was not given food, saw the shoes in the pit and knew they were its master's. So the dog took one of the heavy shoes in its mouth and went slowly back with it, and left it at its master's bedside. Then the dog ran back to the pit and brought the other shoe in the same way, and Abul Qasim was still sleeping.



9. When Abul Qasim woke up, he saw the shoes by his bed and he was afraid. 'These shoes can walk by themselves,' he thought. 'They want to bring me a new misfortune.' So he lit a large fire in the courtyard of his house and, when it was burning well, put the shoes on it. There were some mats hanging over the courtyard to give shade from the sun. A strong wind was blowing, and before long[4] the flames from the fire caused the mats to begin burning. Clouds of smoke went up into the sky.

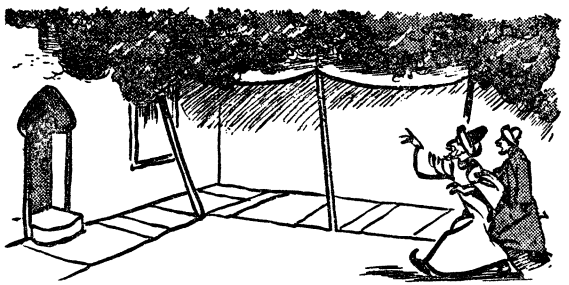
[1] *telling lies:* saying things that are not true.

[2] *pit:* deep hole made in the ground; *rubbish:* things that are thrown away because they are useless or not wanted.

[3] *master:* (here) owner.

[4] *before long:* soon.

10. Soon all the neighbours came running to Abul Qasim's house. 'A fire! A fire!' they shouted. The fire in the courtyard was soon put out with water from the well, but by this time the burning mats had set fire to[1] the house. The wooden roof burnt fast, and the



neighbours could do nothing. Soon Abul Qasim's house was burnt down. But Abul Qasim was greatly surprised to see that his old shoes had been saved from the fire and were not damaged.

11. There was fear, sorrow and anger in Abul Qasim's heart. He wished more than ever to get rid of his shoes. So he went to a wise old man and asked how he could get rid of them. The old man said, 'As you can't throw them away, and can't burn them, you had better bury them in a secret place outside the town.'

12. So Abul Qasim took the shoes and left the town. He found a hole in the ground, pushed the shoes down to the bottom of the hole, and filled the hole with earth. Then he returned home with hope in his heart. 'They will bring me no more misfortunes now,' he thought. 'I have at last got rid of them.'

13. At this time two very rich merchants from another country were visiting the city. They had arrived a few days before. As they were afraid there might be thieves in the city, they had secretly buried their gold in a hole in the ground outside the city. A thief had watched them. When they had left, he had taken the gold from the hole. It was in this empty hole that Abul Qasim had buried his shoes, not knowing what had happened.

14. When the time came for the two merchants to leave the city, they went to the place where they had buried their gold. They found only the pair of old shoes. There was nothing else in the hole.

[1] *set fire to:* cause to begin burning.

They took the shoes and went to the Judge. 'We left our gold covered with earth in a hole in the ground outside the city,' they said. 'A thief has taken it. In its place he has left his shoes.'

15. The Judge was amazed[1] when he saw the shoes. 'I know these shoes,' he said, 'and I know the thief.' So he ordered his soldiers to bring Abul Qasim el-Tamburi to the court. Abul Qasim, not knowing what had happened, was brought before the Judge. His heart sank when he saw his shoes there. The Judge said to him, 'Abul Qasim, first you tried to enter a merchant's house to steal. Now you have stolen the gold of these two men. You are a thief, and you must be punished again. Last time you had a light punishment, fifty strokes of the whip. This time your punishment will be heavier. You must give these merchants one thousand pieces of gold. Your right hand must be cut off. Then everyone will know what kind of man you are.' Abul Qasim begged for mercy, but the Judge would not listen to him. The soldiers again tied Abul Qasim up and cut off his right hand.

16. Abul Qasim sat in his courtyard. His house was burnt down. His right hand had been cut off. 'I must leave this country,' he said to himself. 'If I stay here, these shoes will again bring me misfortune. I can't get rid of them.' So he took the gold he still had, and left the old shoes lying in the courtyard, and went away. He went by boat, but with only one hand Abul Qasim could not control the sails, and the boat overturned and sank. With only one hand Abul Qasim could not swim well, so he drowned. The waves carried his body to the land.

17. When some men found Abul Qasim's body the next day, they washed him and made him ready for burial. They said, 'Where is the hand that was cut off? A man must be complete when he is buried.' Someone answered, 'Why do you ask

[1] *amazed:* greatly surprised.

about his hand? Abul Qasim never used that hand to give money to the poor. Ask for his shoes. The shoes were really a part of Abul Qasim el-Tamburi. He was perhaps born wearing those shoes. Who ever saw him without them? They grew larger as he grew larger.'

18. So they went to the courtyard of Abul Qasim's house and there they found his old shoes. They put them on his feet and then wrapped his body in cloth and carried it to the burying-ground. And when, as they carried the body through the town, people asked, 'Who is it you are burying?' they answered, 'We are burying half Abul Qasim el-Tamburi and half shoes.'

FOR STUDY

THE PAST PERFECT TENSE

1. In Reported Speech

(Replacing the Simple Past Tense and the Present Perfect Tense)

'What *happened*?' he asked.
'What *has happened*?' he asked.
He asked what *had happened.*

'There *was* an accident,' she said.
'There *has been* an accident,' she said.
She said there *had been* an accident.

Elsie said, 'I *didn't see* that film.'
Elsie said, 'I *haven't seen* that film.'
Elsie said (that) she *hadn't seen* that film.

'*Did* he *bring* the books?' I asked.
'*Has* he *brought* the books?' I asked.
I asked whether he *had brought* the books.

2. Showing actions that finished before a time in the past

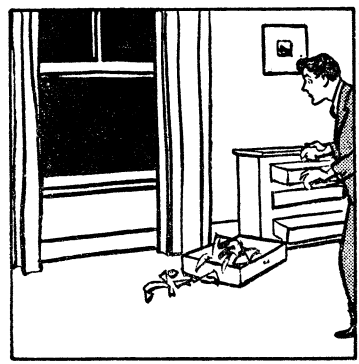
When I reached the station, the train *had* already *left.*
I reached the station after the train *had left.*
I did not reach the station until after the train *had left.*

When we got to the hall, the concert *had* already *started.*
We got to the hall after the concert *had started.*
We did not get to the hall until after the concert *had started.*

When everyone *had left* the mosque, there was still one pair of shoes at the door.

There was still one pair of shoes at the door after everyone *had left* the mosque.

When Mr Black entered the room, the burglar quickly *climbed* out of the window.



When Mr Black entered the room, the burglar *had* already *left.*

Before Abul Qasim *had left* the town to bury his old shoes, some rich merchants *had made* a hole in the ground and *had put* their gold into it. A thief *had watched* them, and, when they *had left*, he *had taken* the gold out of the hole. This was the hole in which Abul Qasim *had buried* his shoes.

3. In IF-clauses

You *can* do it if you *try.*
(You haven't tried yet. Why don't you?)
You *could* do it if you *tried.*
(Don't be afraid! It isn't difficult!)
You *could have done* it if you *had tried.*
(You didn't try! Why didn't you?)

If the plane *leaves* at noon, it *will reach* Rome at three.
(Perhaps it does leave at noon. Do you know?)
If the plane *left* at noon, it *would reach* Rome at three.
(I'm not sure when it will leave.)
If the plane *had left* at noon, it *would have reached* Rome at three.
(But it did *not* leave at noon. The weather was too bad for it to leave.)

BY

1. The boy was knocked down by a bus.
   These letters were typed by Miss Green.
   The house was damaged by fire.
2. My house is by (=near, at the side of) the river.
   Let's go for a walk by (=along the side of) the lake.
   Come and sit by me.
3. Did you come here by bus or by car?
   Did he go to Athens by land or by sea (by train or by boat)?
4. Can you be here by three o'clock?
   Miss Green finished typing all the letters by twelve o'clock.
   You can speak English well by now, I hope.
   By this time the roof was burning.
5. Cloth is sold by the yard or by the metre.
   Apples are sold by weight (by the pound).
   In England eggs are sold by the dozen.[1]
   Some workmen are paid by the hour.
6. Cross the (railway) line by the bridge.
   Our streets are lighted by electricity.
   Don't take the wrong bus by mistake.
7. Can you lift this piano by yourself (=without help)?
   These shoes can walk by themselves.
8. Mary is too young to travel by herself (=with no one to take care of her).
   He lives by himself. (No other person lives with him.)

REFLEXIVE AND EMPHATIC PRONOUNS

(1) Reflexive

John cut himself while shaving.
Have the children hurt themselves?
Look at yourselves in the mirror.

(2) Emphatic

John repaired the puncture himself.
Do it yourself. I've no time to help you.
I don't do the typing myself. I have my letters typed by Miss Green.

[1] *dozen:* twelve.

READING-TEXT SIX

A DISCUSSION

§ 1

'Are you glad that you are living in the second half of the twentieth century? Or do you wish that you had lived during some time in the past? If you had lived during the second half of the sixteenth century, for example, do you think life would have been more enjoyable or less enjoyable?'

These questions were put to six men and women at a public discussion. The speakers were Mr George White, a doctor; Miss Mary Brown, headmistress of a large girls' school; Sir Timothy Jones, a Member of Parliament; Mr William Samson, a novelist; Miss Letty Dike, a well-known film actress; and Miss K. L. Fowler, a newspaper writer.

§ 2

Miss Brown was the first to speak.

'We've been asked whether we're happy to be living now, in the reign of Queen Elizabeth the Second, or whether we wish we had lived in the reign of Queen Elizabeth the First,[1] in the second half of the sixteenth century. I can, of course, speak only for myself. It's easy to give a short answer. I'd much rather be alive[2] than dead. I'm glad, very glad, to be living now.

'What the questioner wants to know is this: "Was life easier then or more difficult? Was life four hundred years ago more pleasant or less pleasant than it is today?" Those are questions that cannot be answered with a simple "Yes" or "No".

'I'm a teacher, so I'm interested in education. Today all children receive free education from the age of five or six until they are fifteen or sixteen. If they are clever, they continue to receive free education until they are eighteen, and even while they are at the university. How many children in the sixteenth century learnt even to read and write? Very few. Only the children of the upper classes. You all agree, I'm sure, that education is a good thing.

'I believe that education helps us to enjoy life. Think of the

[1] Queen Elizabeth I, Queen of England 1558-1603.

[2] *alive:* living.

pleasures of reading! Every town and village in England today has its library or branch library. Think of the pleasures of music! Today, thanks to the radio and the gramophone, we can all enjoy the world's greatest music in our own homes. Four hundred years ago very few people had books. Bach, Mozart, Beethoven and Brahms were not yet born. I'm glad to be living now, and I'm quite sure that life is much more enjoyable now than it was then.'

§ 3

Dr White was the next speaker.

'I agree with what Miss Brown has said. I, too, am glad to be alive now. I'm a doctor. As I look round this hall, I see dozens of men and women who are over sixty years of age. If you had been born in the sixteenth century, very few of you would have reached the age of sixty. Today, thanks to medical science, we can expect to live to a good old age. This was not true four hundred years ago. Few men and women lived to be sixty. The death rate among children was high, very high. It was common for a woman to have ten, twelve or fifteen children. Of these, perhaps five or six died very young.

'There are few illnesses that we cannot cure today. Four hundred years ago many of those illnesses ended in death. They could *not* be cured. Today, of course, life is in some ways more dangerous than it was in the past. Thousands of people are killed or injured on the roads every year. But if you're in a traffic accident today, if your leg is badly crushed, what happens? You're taken to hospital. I put you to sleep. And when you wake up, your leg has been cut off, quite painlessly! That was not the case[1] four hundred years ago. The soldier who had to have a leg cut off in those days had to bear the pain. You're much *more* fortunate today.'

§ 4

Miss Dike spoke next.

'Well, ladies and gentlemen, of course I'm glad to be living now. If I'd been born in the sixteenth century I'd have had no employment.[2] There were no films in those days. I couldn't even have acted

[1] *was not the case:* was not what happened.

[2] *employment:* work.

in the theatre! Women's parts were all played by boys in Shakespeare's time. And I like fast cars. If I'd lived then, I'd have had to travel on horseback. I don't like horses. I spend half of each year in Hollywood. There was no Hollywood then. And if I'd wanted to go to America, instead of flying there in a few hours, I'd have had to cross with Columbus. And Columbus took months and months and months to cross the ocean, and didn't even know where he was going to! No, I don't think life was more enjoyable in the second half of the sixteenth century!'

Miss Brown: 'May I correct a small mistake that Miss Dike made, please? Columbus crossed the Atlantic in the fifteenth, not the sixteenth century. He discovered America in 1492. Sir Francis Drake was our great sailor in the sixteenth century. Miss Dike might have crossed the Atlantic with him.'

Miss Dike: 'Thank you, Miss Brown. I was always at the bottom of the history class. I can *never* remember dates!'

§ 5

Sir Timothy Jones stood up to speak.

'Ladies and gentlemen, you've heard some interesting opinions on this question. Is there nothing to be said *for* the years when Queen Elizabeth the First was on the throne? It was, you'll agree, one of the greatest periods in the history of these islands. It was, I'm sure, exciting to be alive in those days. Miss Brown has just spoken of Sir Francis Drake. He was only one of a number of English sailors who crossed the oceans looking for new lands. Miss Dike spoke of Shakespeare. I wish I'd been alive then. I wish I'd seen Shakespeare's plays in the London theatres of those days. I might have seen Shakespeare himself!

'Dr White told you that people did not, in the sixteenth century, live to a very great age. Today they do. People today are living much longer than they used to. But what's the result? The working population[1] of these islands has to keep all these old people. We pay taxes, very heavy taxes. The taxes are spent on education, the education that Miss Brown has praised. The taxes are spent, too, on pensions. Pensions for several million old people—people who are

[1] *the working population:* all those people who are working, not the children and the old people who have stopped working.

too old to work, and are, therefore, useless to the nation. Medical science keeps us alive too long!

'You have been told that radios, gramophones, motor-cars and airliners are all good things that we enjoy today. Are they good things? Have you ever sat in your garden on a hot summer afternoon with the noise of radios and gramophones coming from every house around you? Do you live near an airport? If so, do you enjoy the noise of the aircraft that pass over your roof night and day? It will be worse, much worse, when jet airliners become common.

'I'm sure that life in the sixteenth century was more enjoyable than life today. It was quiet and peaceful. Life was slower then. Are hurry and speed good things? Many people think they are. My answer is "No!" '

§ 6

The next speaker was Mr Samson, the novelist.

'I find it difficult, ladies and gentlemen, to give an answer to this question. Three of the speakers you have heard this evening have been strongly for; one has been strongly against. I cannot give either "Yes" or "No" as an answer.

'Men's clothes today are dull. How much more exciting were the clothes that men wore four hundred years ago! Tailors had imagination then. Today only the women wear bright colours and jewels. I'd like to wear jewels and a sword, as men did in those days. You expect men to shave every day. What a lot of time that wastes! Elizabethan men did not shave; they *all* wore beards.

'I'm fond of food and drink. Is our food today better than the food of four hundred years ago? We have tea and coffee today. That's a point in favour of the present age.[1] The Elizabethans had neither. They drank beer at all meals. I like a glass of beer, but I should not enjoy beer for breakfast. Food was probably fresher four hundred years ago than it is today. How often, today, our food comes out of tins! How much better *fresh* food tastes than food that has come from a tin, or fresh meat than frozen meat, meat that has come half way across the world!

'I'm fond of going abroad.[2] I like to travel. Today travel is easy. Four hundred years ago travel was slow, difficult, uncomfortable,

[1] *the present age:* the age we are now living in.

[2] *go abroad:* go to foreign countries.

and dangerous. English merchants did, during the reign of Elizabeth the First, make voyages to distant parts of the world. But travel as we know it today, travel for education and pleasure, was not at all common.[1] For this reason I'm glad to be living today. For other reasons I wish I had lived in the past.'

Dr White: 'May I correct one of the statements made by my friend Mr Samson? He said that food was better, four hundred years ago, because it was always fresh. That was not true of meat in winter. Cattle had to be killed when winter came. There wasn't enough food for them. The meat was salted. You've all heard of the spice trade with the East. Those spices, particularly pepper, were needed to give a better taste to that salted meat. It's the modern refrigerator that makes it possible to have good meat all the year round.'[2]

§ 7

The last speaker was Miss Fowler.

'I work in a newspaper office. If I'd lived in the sixteenth century, I could not have earned my own living, as I do today. Women, in those days, had nothing of the freedom they have now. None of the professions were open to them. A married woman could not even own property.[3] It was not until the Married Women's Property Acts in the reign of Queen Victoria that a married woman kept her property after marriage. And votes for women, of course, came in very recent times, not until after the First World War.

'Women have not yet won everything they have a right to have. We're still fighting, in some professions and occupations, for equal pay. That will come! A woman who does the same work as a man should get the same pay as a man. But how much better off women are today! Four hundred years ago women were not even free to marry the men they wished to marry! The family chose the husband for a woman in those unhappy times! Today, if a woman prefers to remain single,[4] she's free to do so. There are dozens of occupations that she can choose.

'I ask the women in this hall whether they would like to be

[1] *not at all common:* very uncommon.

[2] *all the year round:* from the beginning of the year to the end.

[3] *property:* land, buildings, etc.

[4] *remain single:* continue to be unmarried.

without electric light, without their gas or electric cookers, their refrigerators, their washing and sewing machines, without all these things that make housework easier?

'Mr Samson told you about the exciting clothes the men used to wear in the Elizabethan age. He would not find those clothes satisfactory today. Imagine him in a London bus or tube train dressed in lace and velvet! Women's clothes today have plenty of colour.

And they're much more sensible than the clothes women wore in the sixteenth century! Imagine yourself playing tennis, or cycling, or riding on the back of your husband's motor-bicycle, or on a hiking holiday, in the fashions of those days! Men may look back with regret to the days when they were our lords and masters, but women must be glad that they live today, when they're free.

'It's true that the present century has seen two world wars, and that many of us are troubled by the possibility of a third world war. There is the fear that our civilization may be completely destroyed by the new weapons of destruction that scientists have placed in the hands of our rulers.[1] But I believe that these new discoveries will be used for peaceful purposes and that life will be made easier and more pleasant by their sensible use. So I ask you to say you are glad to be living in the second half of this century, and that you do *not* wish you had lived in the past.'

[1] *our rulers:* the people who rule, or govern, **us.**

FOR STUDY

PRONUNCIATION

Some Strong and Weak Forms (1)

1. Prepositions:

from *from* frəm	Where does that man come from? ˉweə dəz ðat man ˎkʌm from? He comes from Leeds. hi: kʌmz frəm ˎli:dz.
at *at* ət	What are they looking at? ˉwot ə ðei ˎlukiŋ at? Is Mr Green at home? ˉiz mistə gri:n ət ˊhoum?
fo:* *for* fə*	What are you waiting for? ˉwot ə ju: ˎweitiŋ fo:? I'm waiting for a bus. aim weitiŋ fər ə ˎbʌs.
ov *of* əv	What are you thinking of? ˉwot ə ju: ˎθiŋkiŋ ov? I'm thinking of you, dear. aim θiŋkiŋ əv ˎju:, diə.
tu: *to* tu tə	Where are you going to? ˉweər ə ju: ˎgouiŋ tu:? I wanted to ask you something. ai wontid tu ˎa:sk ju: sʌmθiŋ. He's gone to England, to learn English. hi:z gon tu ˎiŋgləndˌ tə lə:n ˎiŋgliʃ.

2. Parts of the verb *be*:

	Am I in your way? ˉam ai in juə ˊwei?
am *am*	Am I in your way? əm ˉai in juə ˊwei?
əm m	What am I doing? ˉwot əm ai ˎdu(:)iŋ?
	I'm ready to start. aim ˉredi tə ˎsta:t.

iz *is* z s	Is dinner ready yet? Yes, it is. ˉiz ˊdinə redi jet? ˋjes, it ˋiz. Yes, dinner's quite ready. ˊjes, dinəz ˉkwait ˋredi. Yes, it's quite ready. ˊjes, its ˉkwait ˋredi.
a:* *are* ə*	Are they busy? Yes, they are. ˉa: ðei ˊbizi? ˋjes, ðei ˋa:. Are *you* busy? No, I'm not. ə ˊju: bizi? ˋnou, aim ˋnot. The children are at school. ðə tʃildrən ər ət ˋsku:l.
woz *was* wəz	Was it difficult? Yes, it was. ˉwoz it ˊdifikəlt? ˋjes, it ˋwoz. Was everybody there? wəz ˉevribodi ˊðeə? The weather was hot. ðə weðə wəz ˋhot.
wə:* *were* wə*	Were they away? Yes, they were. ˉwə: ðei əˊwei? ˋjes, ðei ˋwə:. They were in France. ðei wər in ˋfra:ns.
bi: *be* bi	What's Tom going to be? ˉwots tom gouiŋ tə ˋbi:? You ought to be going home now. ju: o:t tə bi gouiŋ ˋhoum nau.
bi:n *been* bin	Where've you been? ˉweərəv ju: ˋbi:n? I've been playing tennis. aiv bin pleiiŋ ˋtenis.

3. Parts of the verb *have*:

hav
have
həv
əv
v

Have you ever been to Italy? Yes, I have.
¯hav ju: evə bin tu ↗itəli? ↘jes, ai ↘hav.
Have any of your brothers been there?
həv ¯eni əv juə ↗brʌðəz bin ðeə?
What have you lost?
¯wot əv ju: ↘lost?
I've lost my hat.
aiv lost mai ↘hat.

haz
has
həz
əz
z
s

Has he any sisters? Yes, he has.
¯haz hi: eni ↗sistəz? ↘jes, hi: ↘haz.
Has anyone seen my hat?
həz ¯eniwʌn si:n mai ↗hat?
The match has started.
ðə matʃ əz ↘sta:tid.
He has (He's) gone to Rome.
hi:z gon tə ↘roum.
It has (It's) started to rain.
its sta:tid tə ↘rein.

had
had
həd
əd
d

Had he seen her? Yes, he had.
¯had hi: ↗si:n hə? ↘jes, hi: ↘had.
Had anyone else seen her?
həd eniwʌn ↗els si:n hə?
The train had left.
ðə trein əd ↘left.
If I had (I'd) been there, . . .
if aid ↗bin ðeə, . . .

EXCLAMATIONS

1. What

That man wastes a lot of ↘time.
¯That man ↘does waste a lot of time!
¯Doesn't that man waste a lot of ↘time!
What a ¯lot of time that man ↘wastes!

We pay very heavy \taxes.
¯We \do pay heavy taxes!
¯Don't we pay heavy \taxes!
¯What heavy \taxes we pay!
What ¯heavy \taxes we pay!

It was a ¯pleasure to \meet her.
It \was a pleasure to meet her!
¯Wasn't it a pleasure to \meet her!
¯What a pleasure it was to \meet her!
What a ¯pleasure it was to \meet her!

He ¯drank a lot of \beer.
He \did drink a lot of beer!
¯Didn't he drink a lot of \beer!
¯What a \lot of beer he drank!
What a ¯lot of \beer he drank!

2. How

Our taxes are ¯very \heavy.
¯Aren't our taxes \heavy!
¯How \heavy our taxes are!
How ¯heavy our \taxes are!

I'm glad to be living to\day.
¯I \am glad to be living today!
¯How glad I am to be living to\day!
How ¯glad I am to be living to\day!

It's ¯very pleasant to lie here in the \sun.
¯How \pleasant it is to lie here in the sun!

Clothes were \much more exciting then.
¯How much more ex\citing clothes were then!

She plays tennis ¯very well in\deed.
¯Doesn't she play tennis \well!
¯How \well she plays tennis!

WOULD RATHER (. . . THAN)

I'*d rather* be alive *than* dead. (I prefer to be alive.)

Which *would* you *rather* have (Which do you prefer), red wine or white?

'Would you like to go to the cinema?'
'No, thank you, I'*d rather* stay at home (*than* go to the cinema).

Abul Qasim *would rather* wear his clothes for ten years *than* buy new clothes.

Rather than spend money on new clothes, Abul Qasim *would* wear his old clothes for ten years.

SHOULD

(=OUGHT TO)

Do you think (that) women should get the same pay as men?

Should there be equal pay for equal work?

You shouldn't have given the baby scissors to play with! (Why did you?)

You should have stopped the baby when you saw her cutting her dress to pieces! (Why didn't you?)

READING-TEXT SEVEN

SUMMER HOLIDAYS IN ENGLAND

Vine Cottage,
Oxford Road,
Abingdon-on-Thames,
Nr Oxford.
13 May 19—

Dear Mario,

I was very glad to have a letter from you, and to know that you and your wife are keeping well and busy. I'm glad, too, that you are both coming to England again this summer. My wife and I look forward to seeing you and Rosa.

You say you want a different kind of holiday this year. Perhaps, when you were here last year, I took you to see too many historic buildings and places. You saw most of the places that tourists usually see. So this year you want a rest from sight-seeing. You don't want to come as tourists. You want the kind of holiday that middle-class English people usually have, not too expensive, of course. You want to meet English people who are on holiday and to have plenty of chances to make friends with them.

I don't like crowds when I'm on holiday. I remember that when I was a small boy we—my brothers and sisters and I—always tried to get away from other people. We always had our holidays on the coast. Sea and sunshine, that's what we looked forward to every summer. We always went to a small fishing village on the Devon coast. And if, when we got to the place where we usually bathed, there were other people there, we stopped and said, 'Oh, we can't bathe here today! Somebody's got here before us!' Today people seem to like crowds. You say you wish to meet and make friends with as many people as possible, so I won't suggest a quiet fishing village.

Hotels at the large seaside towns on the south coast, such as Folkestone, Hastings, Brighton and Bournemouth, are expensive. It would cost you, probably, for the two of you, at least £25 a week. I don't know whether that's more than you want to pay; you gave no figures in your letter. You say you want to come here in July or August. Those are the two months when hotel rates are highest.

You'd soon make friends at a hotel, but if you want to meet lots

of English people, you might like to go to a holiday camp. That doesn't mean sleeping and eating in tents. The kind of holiday camp I mean is nothing like an army camp, or the kind of camp that Everest climbers live in. Holiday camps in England are permanent buildings with every modern convenience and comfort. There are wooden cabins with good beds, electric light, running hot and cold water. You and Rosa would have a cabin for two. There are large buildings—a dining-hall, a large hall for dancing (and good dance bands), a cinema, a theatre, a bar, a café, rooms for games such as billiards. In fact there is, in the camp, everything you want. The camp usually has its own swimming-pool and tennis courts. Some camps are large enough for a thousand people; others take a much smaller number. A camp of medium size takes about five hundred guests.

I myself dislike[1] the idea of spending a holiday with hundreds of other people. I told you we always wanted to get away from crowds when we were children. But you might find it interesting and amusing to meet the kind of people who go to holiday camps. There are lots of children. There are nurses to look after small children, so that the parents can be free to amuse themselves. That's one reason why holiday camps are popular[2] with married couples who have very young children. They not only get a holiday from work, but also a holiday from the children. There's a lot to be said for that! So if you decided to stay at a holiday camp here, you could bring your two children with you instead of leaving them in Italy with their grandmother.

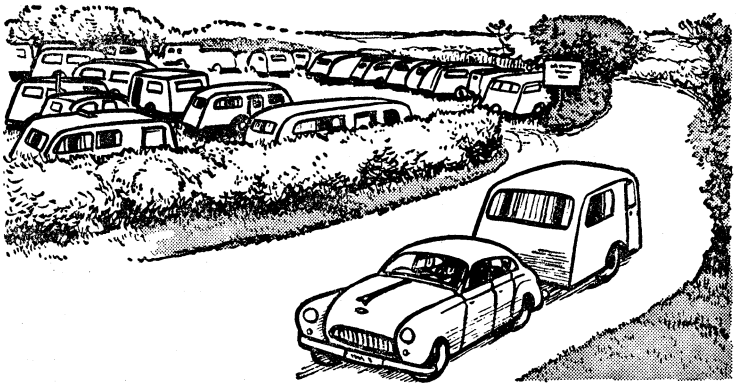
I'm not quite sure what the rates will be for holiday camps this summer. About two-thirds of the cost of a good hotel, perhaps less. I'll write to some of the camps and get their advertisements. I'll send these to you in case you're interested.

Here's another suggestion—a caravan holiday. If you brought your car to England, you could hire[3] quite a comfortable caravan for a few pounds a week. There's a caravan association that would give you information about places where you could stay. There are caravan camps all round the coast, and at these you can get water

[1] *dislike:* do not like.

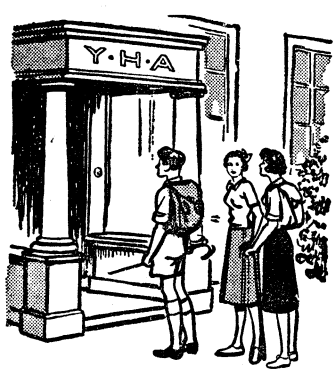
[2] *popular (with):* very much liked (by).

[3] *hire:* get the right to use, by paying money for each week (month, etc.).



and other things you need. A caravan holiday wouldn't be lonely, as you might think at first. Every evening you'd be in a camp with lots of other people. They're all very friendly, I believe. Of course you'd have to cook. Perhaps Rosa wouldn't like that on a holiday! You could see a lot of places in a month, or, if you wished, stay in one place for several days and then move on to another place.

If I were as young as you are, I'd have a walking holiday. Walking holidays are much cheaper than the kind of holidays I've been telling you about. You know something about the Youth Hostels Association, I'm sure. It's international. There are hostels all over England now and thousands of young people use them. Members of the Association get beds for 5s. 0d. a night and meals are very cheap indeed. Members can even take their own food to the hostels and cook it in the kitchen. They have to help by sweeping and cleaning the rooms, or washing up after meals. But that's not a hardship, is it? You'd meet young people of all classes—factory workers, office workers, shop girls, college students, and many young people



from European countries. A walking holiday depends for enjoyment upon the weather, of course. I can't promise you good weather!

You needn't walk. Cyclists are allowed to stay at our youth hostels. But you're not allowed to stay in them if you arrive in a motor-car, or on a motor-cycle or motor-scooter (Vespas, I think you call the kind most often seen in Italy), or even on a bicycle with one of those little motors on the back wheel. Youth hostels are for people with not much money to spend. Perhaps you want more comfort than you would have in youth hostels. You wouldn't have to worry about clothes if you decided to use youth hostels. Any old clothes would do. At a hotel you'd need to be well dressed.

Thank you for your very kind invitation to visit you and stay with you. I'm sorry I can't accept it this year; we've already made our plans. But next year, perhaps, if it's convenient to you then.

Please write and let me know if there's anything else you'd like to know. I'm always glad to help you.

My wife joins me in best wishes to you both.

Yours sincerely,

John Grant

FOR STUDY

PRONUNCIATION

Some Strong and Weak Forms (2)

4. *will* and *would*:

wil *will* l	Will this be enough? Yes, it will. ˉwil ðis bi: iˊnʌf? ˋjes, it ˋwil. You will (You'll) be late. ju:l bi ˋleit. That will (That'll) be exciting! ðatl bi: ikˋsaitiŋ!
wud *would* d	Would you like to come? Yes, I would. ˉwud ju: laik tə ˊkʌm? ˋjes, ai ˋwud. Would Tom like to come? wud ˊtom laik tə kʌm? He would (He'd) enjoy it. hi:d inˋdʒoi it. I would (I'd) have been glad to help. aid əv bin ˋglad tə help.

5. *shall* and *should*:

	Shall I open the window for you?
	ˉʃal ai oupn ðə ˊwindou fo: ju:?
	Shall we go for a walk?
ʃal	ˉʃal wi: gou fər ə ˊwo:k?
shall	Shall *I* do it?
ʃəl	ʃəl ˊai du: it?
ʃl	What shall we do next?
	ˉwot ʃl wi: du: ˋnekst?
	Tom will go. So shall I.
	tom wil ˊgou. ˉsouʃl ˋai.
	Should there be equal pay?
ʃud	ˉʃud ðə bi: i:kwəl ˊpei?
should	You should have hurried.
ʃəd	ju: ʃəd əv ˋhʌrid.

6. the conjunctions *and* and *or*:

	We went on and on.
and	wi: went ˉon ənd ˋon.
and	Two and two are four.
ənd	tu: ən tu: ə ˋfo:.
ən	Bread and butter.
n	bred n ˋbʌtə.
	Or is a conjunction.
o:*	ˊo:r iz ə kənˋdʒʌŋkʃn.
or	Five or six days.
ə*	ˉfaiv ə siks ˋdeiz.

7. the definite article *the*:

	Give me the other one.
ði:	ˉgiv mi: ði ˋʌðə wʌn.
the	I want the green one.
ði	ai wont ðə ˋgri:n wʌn.
ðə	

8. the word *some*:

	Some people like it; others don't.
	ˉsʌm pi:pl ˋlaik it; ʌðəz ˋdount.
sʌm	There are some letters for you.
some	ðər ə səm ˋletəz fo: ju:.
səm	Some people want to see you.
	səm ˋpi:pl wont tə si: ju:.

COMPARISONS

1. Adjectives of one syllable:

Note: If an adjective of one syllable has a short vowel and ends in a single consonant (e.g. *big*, *hot*), that consonant is doubled before *-er* and *-est*.

Positive	*Comparative*	*Superlative*
big	bigger	biggest
thin	thinner	thinnest
hot	hotter	hottest
wide	wider	widest
cool	cooler	coolest
young	younger	youngest

2. Adjectives of two syllables, including all adjectives that end in *-er*, *-le*, *-y* and *-ow*:

Note: *y* after a consonant is changed to *i* (e.g. *happy*, happ*ier*).

Positive	*Comparative*	*Superlative*
clever	cleverer	cleverest
simple	simpler	simplest
happy	happier	happiest
friendly	friendlier	friendliest
narrow	narrower	narrowest

3. Adjectives of two syllables not ending in *-er*, *-le*, *-y* or *-ow* and with the accent on the first syllable:

Positive	*Comparative*	*Superlative*
useful	more useful	most useful
careless	more careless	most careless
modern	more modern	most modern
pleasant	more pleasant	most pleasant

4. Adjectives of more than two syllables and all participles in *-ed* or *-ing* used as adjectives:

Positive	*Comparative*	*Superlative*
expensive	more expensive	most expensive
beautiful	more beautiful	most beautiful
pleased	more pleased	most pleased
interesting	more interesting	most interesting

5. Some adjectives of two syllables may be compared either by adding *-er* and *-est*, or by the use of *more* and *most*: either *common, commoner, commonest*, or *common, more common, most common*. The choice often depends upon rhythm and balance.

6. Adverbs of one syllable are compared like adjectives of one syllable: *hard, harder, hardest; soon, sooner, soonest*. Note also: *early, earlier, earliest*.

7. Adverbs of two syllables made from adjectives by adding *-ly* are compared by the use of *more* and *most*: *carefully, more carefully, most carefully*.

TWO VERBS: PATTERNS AND MEANINGS

KEEP

1. Will this coat keep me warm (dry)?
2. I hope you are keeping well.
3. Don't keep the children out after dark.
4. Keep away from the fire.
   Keep off the grass.
5. You must keep your promises.
6. Where do you keep your tin-opener?
7. Mr Smith keeps a shop. He is a shopkeeper.

LOOK

1. We were looking at some photographs.
2. I looked out of the window, but saw nothing.
3. I'm looking for (trying to find) my keys.
4. You are looking very well.
5. It looks like being another hot day.
6. Will you please look after the children while we go to the theatre?
7. Why don't you help me instead of looking on?
8. Look up the word in a dictionary if you don't know what it means.

READING-TEXT EIGHT

TWENTY QUESTIONS

§ 1

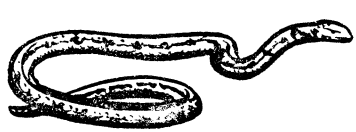
At a Summer School in England for Europeans who are studying English, twelve of the students have been invited to take part in 'Twenty Questions'. Mr Green explains the rules.

MR GREEN: You all know something about this game, I'm sure. You've probably heard it in the B B C English by Radio programmes. Perhaps you've heard broadcasts of this game here in England. But I'd better say a few words about it. I'm going to think of something. You're going to try to find what I've thought of. You'll be allowed to ask twenty questions. If you find the answer in twenty questions, or in a smaller number, you win. If you don't, I win. You're not allowed to ask *any*[1] kind of question. You can ask questions that I can answer by 'Yes' or 'No'. You can ask questions with an *or* in the middle, for example, 'Is it wet or dry?' I shall give you one piece of information. I shall tell you that what I'm thinking of, the object, is either *animal*, *vegetable*, or *mineral*.

§ 2

PEDRO: *Animal* is used for any kind of living thing, isn't it?

MR GREEN: Any kind of living thing except plants and trees. *Animal* includes insects, birds, fishes, snakes, as well as cats, dogs, horses, and so on. It includes man, of course. It includes things that have come from animals. Leather, for example, because leather is made from the skins of animals. And feathers, because they are from birds.



ROSA: What does *vegetable* include?

[1] *any:* see page 65 (Intonation).

MR GREEN : It includes the kinds of vegetable we eat, of course: potatoes, peas, beans, cabbages, tomatoes. It includes all kinds of plants and trees. And anything that comes from these. Wood, for example, is vegetable.

LUCILLE : And *mineral* has a very wide meaning in this game, too, I suppose.

MR GREEN : Yes. Generally, when we use the word *mineral* we mean things obtained from mines: coal, or the metals, iron, copper, tin, gold, silver. In this game *mineral* means anything that is neither animal nor vegetable. Glass is mineral. A window could be all mineral if the frame was steel. It could be mineral and vegetable if the frame was wood. Do you all understand? Was my explanation clear?

THE TWELVE STUDENTS : Yes.

§ 3

MR GREEN : The first object is animal.

HANS : Alive or dead?

MR GREEN : Alive.

PAUL : Four legs or two?

MR GREEN : Two legs.

ANNE : A human being?

MR GREEN : No.

ANNE : Then it must be a bird. Is it a wild bird?

MR GREEN : No, it's not a wild bird.

OLGA : Is it a singing bird, kept in a cage?

MR GREEN : No, it's not a singing bird and it's not kept in a cage.

MARIO : Then it must be a domestic bird of some sort. Is it a hen?

MR GREEN : Yes, it's a hen. That was very easy. You guessed it in six questions.

§ 4

MR GREEN : This is more difficult. The second object is again animal.

OLGA : Another kind of bird?

MR GREEN : No, not a bird this time.

GILDA : Has it four legs?

MR GREEN : No.

EMIL : Is it an insect? Has it eight legs?

MR GREEN : No, it's not an insect, and insects have *six* legs, not eight.

OLGA : Has it any legs at all?

MR GREEN : It has *no* legs.

SUZANNE : Is it a snake?

MR GREEN : No, not a snake.

OLAF : A worm has no legs. Is it a worm?

MR GREEN : No, not a worm.

EMIL : Is it something obtained from an animal? Leather, or feathers?

MR GREEN : Not leather, not feathers. But it *is* something from the animal kingdom.

PEDRO : Can it be eaten?

MR GREEN : Yes, it can be eaten.

ANNE : It has no legs. Is it a kind of fish?

MR GREEN : No, the object isn't a fish.

HANS : Is it a kind of meat?

MR GREEN : No, not meat.

MARIO : Is it alive?

MR GREEN : That's a difficult question to answer. There's life inside it.

GILDA : It's something we can eat. Do we usually cook it, or eat it raw?

MR GREEN : It's generally cooked, but these things are sometimes eaten raw.

ROSA : An apple? No, of course not. Apples are vegetable, not animal. Can you get this thing everywhere, or in only a few parts of the world?

MR GREEN : Oh, anywhere, I think.

PAUL : Is it wet or dry?

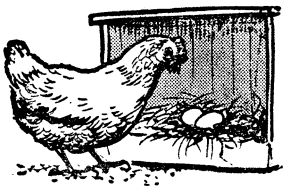
MR GREEN : Dry outside, wet inside.

LUCILLE : Is it hard or soft?

MR GREEN : Hard outside.

PAUL : Then it's soft inside. What colour is it?

MR GREEN: That's not a 'Yes' or 'No' question.



OLAF: Is it red?

MR GREEN: No.

SUZANNE: Yellow?

MR GREEN: Part of it's yellow.

ANNE: Then it's an egg.

MR GREEN: Yes, the object I thought of was a hen's egg.

§ 5

MR GREEN: Would one of you like to take my place and answer questions?

ROSA: May I take your place?

MR GREEN: Certainly, Rosa.

ROSA: I've thought of something. It's mineral.

PAUL: Is it something made of metal?

ROSA: No, it's not made of metal.

OLGA: Is it a natural object or something that was made by man?

ROSA: Something made by man.

PEDRO: Was it made recently or a long time ago?

ROSA: A long time ago.

HANS: Is it a useful object?

ROSA: I suppose it was useful when it was made. I'm not sure that it's very useful today.

EMIL: Is it in this country?

ROSA: No.

OLAF: In your country, Italy?

ROSA: Yes, it's in my country.

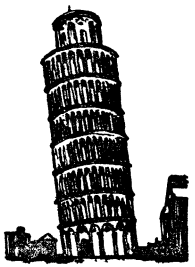
MARIO: It's an old and famous building, perhaps. Is it?

ROSA: Yes, that's a very good guess.

LUCILLE: You said it was made a long time ago. Are you thinking of some of the old Roman ruins? The Colosseum in Rome, perhaps?

ROSA : No, it's not something that the Romans built.

OLAF : What town in Italy do you come from?



MR GREEN : You're not allowed to ask that kind of question.

OLAF : Sorry! Did Galileo once teach in the University of your town?

ROSA : Yes! You've guessed it, I'm sure.

OLAF : Yes. Did Galileo drop two heavy weights from the top of this building you're thinking of? You're from Pisa, aren't you?

ROSA : Yes. The object in my thoughts was the Leaning Tower of Pisa.

§ 6

MR GREEN : Well, you've succeeded very well in the game, so far. Who'd like to answer the questions next? Let's have something a little more difficult this time.

PAUL : I've got a really difficult object!

MR GREEN : All right, Paul.

PAUL : It's animal.

ANNE : A human being?

PAUL : Yes, a human being.

EMIL : A man or a woman?

PAUL : A man.

OLGA : A real man, or a character in a play or novel?

PAUL : A real man.

GILDA : Is he alive or dead?

PAUL : He's dead.

OLAF : Galileo?

PAUL : No.

PEDRO : Was he an Italian?

PAUL : He was Italian by birth, I think, but we don't usually think of him as an Italian.

ROSA : Was he a famous writer?

PAUL : He's not famous as a writer.

MARIO : A great statesman?

PAUL : Yes, I suppose he was a great statesman, but he's remembered for other things.

LUCILLE : Was he a famous soldier?

PAUL : Yes.

SUZANNE : Then you're thinking of our great Emperor, Napoleon!

PAUL : Yes, I was thinking of Napoleon, Emperor of the French, but not the French Emperor. He was a Corsican by birth, wasn't he?

§ 7

LUCILLE : The object I've thought of is mineral.

HANS : Is it a famous building in France?

LUCILLE : No, it's not a building of any kind.

GILDA : Is it made of some kind of metal?

LUCILLE : No.

PEDRO : Some kind of rock or stone?

LUCILLE : No, neither rock nor stone.

PAUL : Is it useful or useless?

LUCILLE : Oh, it's very useful.

ANNE : Is it a very large thing?

LUCILLE : No, quite small. You could put one of these in your hand-bag.

OLGA : Is it a tool of some kind? A pair of scissors?

LUCILLE : No. I told you it was *not* made of metal.

MARIO : Is it something made of one of these new plastic materials?

LUCILLE : I don't think plastic is the right word for the material.

ANNE : Are you thinking of the material itself or of something made from this material?

LUCILLE : There are two words in the answer. One's the name of the material and the other's the name of the thing.

ROSA : Are there any of these things in the room?

LUCILLE : Yes, quite a large number.

PAUL: Are they things we wear?

LUCILLE: Yes.

HANS : Are they worn by men or by women?

LUCILLE : By women.

PAUL : Which part of the body?

MR GREEN : Question not allowed!

PAUL : Well, are they worn above or below the waist?

LUCILLE : Below the waist.

ANNE : Stockings!

LUCILLE : Yes, but you've still to give the name of the material.

EMIL : You said mineral. So it can't be cotton, and can't be wool. Is it rayon?

MR GREEN : Rayon's made partly from wood. That's vegetable.

SUZANNE : I know! Nylon stockings.

LUCILLE : Yes, I was thinking of a nylon stocking. Somebody once told me that nylon is made from coal, air and water. Isn't science wonderful?

MR GREEN : Isn't it? We shall all be dressed in artificial materials soon, perhaps. I'd rather have natural silk than artificial silk, but my wife says nylon shirts are much easier to wash.

FOR STUDY

MORE VERB PATTERNS

1. Explain

Please explain the meaning.

Mr Green explained the rules of the game to the twelve students.

Olaf explained (*to* his parents) why he arrived home late.

Emil explained (*to* the police officer) how the accident happened.

2. Suggest

Mr Grant suggested a caravan holiday to Mario and Rosa.

Mr Grant suggested (*to* Mario and Rosa) that they should go to a holiday camp.

Tom suggested a visit to Naples. Harry suggested going to Spain. Mary suggested that they should go to Greece.

As well (as); too; also

There were six cats, as well as three dogs, in the car.
There were six cats in the car, and three dogs, as well.
There were six cats in the car, and three dogs, too.

We went to Naples as well as to Rome.
We went to Naples, and to Rome, as well.
We went to Naples, and also to Rome.
We went to Naples, and to Rome, too.

Famous; well-known

Pisa is *famous for* its Leaning Tower.
This part of Spain is *famous for* its wine.
Signor X is *famous as* a singer.
Signora Y is *famous as* a film actress.
Mr X is a well-known broadcaster. He is known *to* listeners *as* an expert on gardening.

INTONATION

You're ¯not allowed to ask \any kind of question. (You may ask \no questions.)

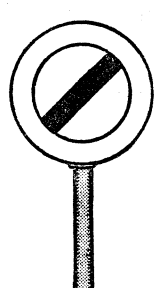
You're ¯not allowed to ask ˘any kind of question. (There are some kinds you /may ask and other kinds you may \not ask.)

He ¯doesn't lend his books to \anybody. (He's \selfish. He lends his books to \nobody.)

He ¯doesn't lend his books to ˘anybody. (Perhaps he lends them only to persons who, he knows, will keep them clean and return them. He doesn't lend books to persons who forget to return them.)

MAY, MIGHT

1. Permission



This is the sign for the end of the speed limit. Drivers *may* now go at more than 30 miles an hour.

TOM: *May* I borrow your comb?
HARRY: Yes, you *may*. Here it is.
TOM: *May* I borrow your tooth-brush?
HARRY: No, you *may not*!
Tom asked Harry whether he *might* borrow his comb.

Borrowers may not (=are not permitted to) take out of the Library more than two books at a time.

(In conversation, *can* is often used instead of *may*.)

JIM: Can I go for a swim this afternoon, Mother?

JIM'S MOTHER: Yes, of course you can.

2. Possibility

It *may* (=will perhaps) rain before evening. You'd better take an umbrella.

It *might* (=is possible that it will) rain before evening. Perhaps I ought to take my raincoat.

MR X: I've bet £5 on Pluto in the big race this afternoon. If Pluto wins, I shall get £50.

MRS X: You're wasting your money. Pluto won't win.

MR X: He *may* win. If he does, I *may* take you abroad for a good holiday.

MRS X: Yes, he *might* win. And pigs *might* fly!

MRS Y: Tom's late.

MR Y: He *may have missed* his train. (Perhaps he has missed it. That *is* a possibility.)

MRS Z: Mary was in that boat that overturned on the lake yesterday.

MR Z: She's all right. I saw her this morning.

MRS Z: She's very fortunate. She can't swim. She *might have been drowned.* (That *was* a possibility. But Mary was *not* drowned.)

If Miss Dike had lived in Drake's time, she *might have crossed* the Atlantic with him. (That *would have been* a possibility.)

TABLE No. 2

MORE

There are We have Please give me May I have I should like Would you like	some a few two or three a lot several	more	apples oranges eggs cakes
There aren't Are there Have you I don't want You can't have	any		
There is We have Please give me May I have I should like Would you like	some a little	more	tea coffee sugar beef cake
Is there There isn't Have we We haven't I don't want You can't have	any		

Examples:

Would you like a few more apples?
Please give me some more coffee.
You can't have any more cake.

TABLE No. 3

MORE OF

Please give me May I have I should like Would you like Wouldn't you like	some a few several two or three a lot	more of	the these those their	apples oranges eggs cakes
	some a little a lot		the this that their	tea coffee sugar beef cake
Don't give me I don't want I shouldn't like You can't have You wouldn't like	any many	more of	the these those their	apples. oranges. eggs. cakes.
	any much		the this that their	tea. coffee. sugar. beef. cake.

Examples:

May I have some more of those oranges?
Wouldn't you like a little more of this beef?
Don't give me any more of their eggs.
I don't want any more of that tea.

READING-TEXT NINE

OIL

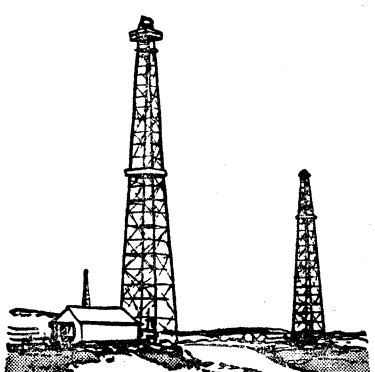
§ 1

Petrol stations with their lines of pumps are among the commonest sights along our main roads today. Without petrol commerce and industry would soon come to a standstill. Traffic in our great cities would stop, and millions of workers would be unable to get to or from their work.

Petroleum is the name of the mineral oil that comes from under the ground and from which petrol is obtained. It is the crude oil that comes from the wells. From this crude oil we obtain the various fuels that drive ships, aircraft, and many forms of land transport. The quantities needed are immense,[1] so countries that have their own oilfields[2] are fortunate. The discovery of oil in many parts of the Middle East has brought great wealth to countries that were, fifty years ago, very poor.

§ 2

Oil usually lies thousands of feet below the earth's surface. There are many ways of discovering this underground oil, but the only way to be certain that it exists is to make a deep hole, called a bore-hole, or a well, through the rock, earth and sand. The steel framework over the well is called a derrick. From this the machinery that drills the hole is raised and lowered.

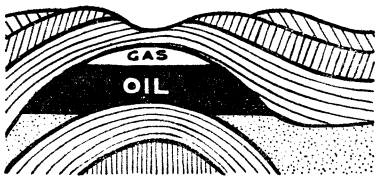


Bore-holes are often very deep. Some of them go down to a depth of two miles, or even farther. The diameter may be 24 inches at the top, and as little as 3 or 4 inches at the bottom.

[1] *immense:* very large.

[2] *oilfield:* district where mineral oil is found.

When oil has been found, it usually flows freely, and it is then necessary to control the natural flow, which is the result of the pressure of the natural gas in the oil, or of the pressure of the natural gas between the petroleum and the roof of rock above it. When the natural flow ends, it becomes necessary to pump the oil to the surface.



§ 3

Many oilfields are hundreds of miles from the sea. As petroleum is needed in all parts of the world and has to be transported across the oceans, it is carried from the oilfields to the sea in pipelines that may go for immense distances. Petroleum from oilfields in the Persian desert is carried to Abadan at the head of the Persian Gulf.

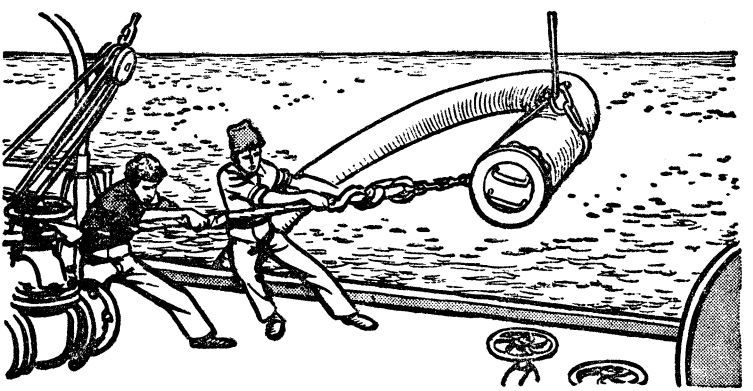
Petroleum from the Kirkuk oilfields in eastern Iraq is carried across the desert for hundreds of miles to the Mediterranean. There are twelve-inch[1] and sixteen-inch pipelines to Tripoli, and a new thirty-inch pipeline to Banias. The pipeline to Banias, which can carry 14,000,000 tons of oil a year, has been called 'The third river

[1] *twelve-inch:* having a diameter of 12 inches.

of Iraq'. For centuries the Euphrates and the Tigris have helped to bring agricultural prosperity to Iraq. Oil flowing through these pipelines today brings even greater wealth.

§ 4

From the tanks in which the crude oil is stored ships called oil-tankers carry it to many countries. At Banias there are 23 of these storage tanks, each able to store 7,000,000 gallons. Together they



hold 500,000 tons of oil. Six submarine pipelines go out from the tanks. From these the tankers, lying one mile from the shore, can quickly and easily be loaded with oil.

During the Second World War a pipeline was laid under the English Channel from England to France. It was called PLUTO (Pipe Line Under The Ocean) and carried petrol for the use of the British and American armies.

§ 5

Crude oil contains many different materials. From crude oil, by the process of refining, we obtain petrol, paraffin and other products.

The different liquids in crude oil do not boil at the same temperature. They can be separated by passing the crude oil through tubes in a furnace. The vapour then passes through high towers, where the temperature is high at the bottom and becomes lower towards the top. Various products are obtained at different levels. These various products are called 'fractions' and the towers, which may be 120 feet high, are called 'fractionating towers'. The word 'cracking' is also used to describe this process.

§ 6

In many parts of the world large quantities of natural gas exist where there is petroleum. This gas can be used instead of, or in addition to, the kind of gas that is made from coal. Natural gas is very common in North America. Chicago, Pittsburgh and other towns get supplies of natural gas. The gas may be pumped through pipes for over a hundred miles if necessary. Natural gas has also been found in northern Italy, where it is being used widely in industry. As Italy has very little coal, this natural gas is very valuable.

§ 7

Although petrol is the first word we think of in connexion with petroleum, other oils are important. The oil fuel used in Diesel engines is much cheaper than petrol. Tractors that burn diesel oil are used in almost all countries today for many kinds of agricultural work. Kerosene (paraffin oil) is another fuel that is obtained from petroleum. It is used today as the fuel that is burnt in jet engines for aircraft and other purposes.

Other products obtained from petroleum are used in the manufacture of artificial rubber, asphalt (for road surfaces), light machine oil and heavy engine oil.

CONVERSATIONS

No. 7

(*Mr Andersen, a Dane, has brought his car to England for a summer holiday. He is driving with Mr Watkins, an English friend. They have stopped at a petrol station.*)

MR ANDERSEN : I need about 30 litres of petrol, I think.

MR WATKINS : Well, it's no use asking for litres. You'll have to ask for gallons. A gallon is about four and a half litres.

MR ANDERSEN : Well, I'd better have seven gallons, then. And oil, too. How much is a litre of oil in gallons?

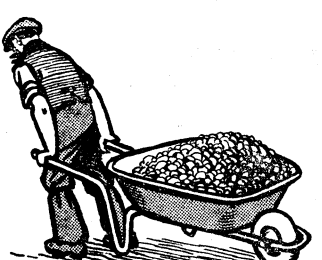
MR WATKINS : Eight pints to one gallon. A litre's about one and three quarter pints. You'd better have two pints.

MR ANDERSEN : Seven gallons of your best petrol, and two pints of oil, please.

MR WATKINS : One day, perhaps, we shall have the metric system in England. I'm sure our European visitors find English weights and measures difficult.

No. 8

MR BLACK : Do you see that man over there pulling his wheelbarrow? He's the only one. All the other men are pushing.



MR WHITE: Perhaps he finds it easier to pull than to push.

MR BLACK: Yes, but why is he the only one to pull? Let's go and ask him.

MR WHITE: Excuse me, but would you mind telling me why you pull your barrow instead of pushing it, like the others? Is it easier?

THE WORKMAN : No, it isn't easier. But I've been a building worker for ten years now. I'm tired of seeing barrow-loads of sand and gravel. That's why I pull my barrow. If it's behind me, I don't see it.

FOR STUDY

AS

1. *Adverb*, followed by *as*, conjunction. (See 3 below, and *so*, 1 below.)
   John is *as* tall as his sister.
   Is it *as* difficult as they say it is?
   You can get there *as* quickly by bus (as by train).
2. *Conjunction*, meaning *when* or *while*.
   I saw Tom *as* I was coming here.
   As the spring of the balance is pulled down, the needle moves down too.
   She threw a chair at the burglar *as* he was running down the stairs.
3. *Conjunction*, in comparisons of (in)equality, after *as* or *so*.
   I want a box twice as large *as* this.
   It is not so difficult *as* you think.
4. *Conjunction*, after *same* and *such*.
   We drove out of the town by the same road *as* we had entered.
   You are not such a fool *as* you look (not so foolish *as* you look).
   If you do the same work *as* a man, you should have the same pay *as* a man.
5. *Conjunction*, used to show reason. (See *so*, 9 below.)
   As it's cold today, we'd better light a fire. (It's cold today, so we'd better light a fire.)
   As I've never seen the man, I can't tell you whether he's good-looking.
6. *Conjunction*, meaning *in the way that, in the same way as*.
   Leave it *as* it is. (Don't touch it, move it, change it.)
   Say the word *as* I said it.
7. *Conjunction*, often after *such*, used when examples are given.
   Countries in the north of Europe, (such) *as* Finland, Sweden and Norway.
   Latin languages, *as* Italian, French, Portuguese and Spanish.

SO

1. *Adverb*, in the pattern: *not* × *so* × adjective × *as*.
   The book was not *so* useful as I had hoped.
2. *Adverb*, in the pattern: *so* × adjective × *as* × *to*-infinitive.
   Will you be *so* kind as to help me with this heavy box?
3. *Adverb*, in the pattern: *so* × adjective or adverb × *that*.
   Mary was *so* ill that we had to send Tom for a doctor.
   Tom ran *so* quickly that he was soon at the doctor's house.
4. *Adverb*, in *so that*, in order that.
   A teacher must speak clearly, *so that* his students may understand well.
5. *Adverb*, used for phrases or clauses.
   'Mr White has gone to Rome.' '*So* I've heard.'
   'Are we on the right road?' 'I hope *so*.'
   'Mrs Kelly is learning to drive.' '*So* her husband told me.'
6. *Adverb*, used instead of *Yes*.
   'It was hot yesterday.' '*So* it was.'
   'We've all worked well.' '*So* we have.'
7. *Adverb*, used meaning *also*.
   Tom will go there next summer, and *so* shall I. (I also shall go.)
   'I went to the cinema yesterday evening.' 'Oh, did you? *So* did I.'
8. In the phrase *and so on*, et cetera.
9. *Conjunction*, meaning *and that is why*.
   They were expensive, *so* I didn't buy them.
   She asked me to go, *so* I went.

WITHOUT (for an *if*-clause)

Without petrol (=if we had no petrol), traffic in our great cities would stop.

Without your help (=if you did not help me), I couldn't do the work.

Without your help (=if you had not helped me), I couldn't have done the work.

READING-TEXT TEN

CHRISTMAS PRESENTS

(The living-room in the home of Mr and Mrs John Grant)

§ 1

GRACE : John, do you realize that Christmas is only a month away? We've got to think of Christmas presents.

JOHN : Yes, and what a lot of relations we have to think about!

GRACE : Well, it's no good leaving the shopping till the last week before Christmas Day, is it? Shall we decide what to send them all now?

JOHN : All right. Let's make a list of names and then decide what to give them all.

GRACE : The children first, I think. What about Anne?

JOHN : She's getting too grown-up for toys. Let's give her a book. Would she like one of the volumes of that new encyclopaedia? *The Oxford Junior Encyclopaedia*, I think it's called.

GRACE : I think she would. But which volume? There are twelve, I think.

JOHN : We can let Anne choose, can't we? She might like the volume called *Natural History*, or perhaps *Great Lives*.

GRACE : Very well, we'll ask Anne to choose. Now what about Dick? He thinks about nothing but space travel[1] nowadays.

JOHN : Oh, that makes it easy. Shall we give him one of those space travel suits the toyshops have? You know what I mean; there's a big round plastic thing that goes over the head.

GRACE : That's an excellent idea. He'll be awfully excited.

§ 2

JOHN : Well, we must think of the old people as well as the children. What about your father?

GRACE : He's fond of good music. Perhaps some gramophone records?

[1] *space travel:* travel through space, e.g. from the earth to the moon, to Mars and other planets.

JOHN : Isn't he getting rather deaf?[1]

GRACE : He's just got a hearing aid,[2] and he can hear quite well with it. He's very amusing. When Mother turns the radio on to a programme Father doesn't want to listen to, he takes his hearing aid out and reads his book in peace and quiet. Then, when there's something he likes, a concert of good music, he puts his aid in and listens.

JOHN: And I suppose he takes it out when the conversation is uninteresting, too! Well, what do you think about giving him records?

GRACE : Yes, let's do that. He's very fond of Italian opera.

JOHN : Do you know if his machine has a three-speed motor?[3]

GRACE : Yes, it has.

JOHN : Then I'll get him one of those long-playing records. There are plenty of Italian operas to choose from.

§ 3

GRACE : And now *your* father. What would *he* like?

JOHN : Not gramophone records! He *never* goes to a concert. He's been sleeping very badly the last few months. He does a lot of reading in bed. Perhaps a book?

GRACE : Why not a bedside reading lamp? That would be useful.

JOHN: Good idea! Then he can read without keeping Mother awake. And what shall we give Mother?

GRACE : A pair of gloves?

JOHN : Yes, gloves will make a nice present. Will you buy them? A good pair of soft leather gloves with a nice warm lining.

GRACE: Well, that's five names on the list.

[1] *deaf:* completely or partly unable to hear.

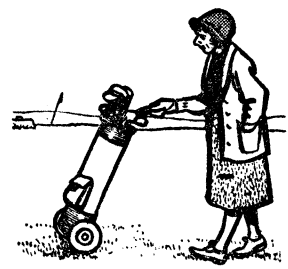
[2] *hearing aid:* something that helps a deaf person to hear.

[3] *three-speed motor:* electric motor for speeds of $33\frac{1}{3}$, 45 and 78 revolutions per minute.

§ 4

JOHN: We mustn't forget *your* mother. What would *she* like?

GRACE: She still plays golf, you know, even though she's over sixty. What about one of those baskets on wheels, with a handle, for pushing golf clubs round? Are they expensive?



JOHN: Find out when you're in town tomorrow. Put it on the list with a question mark. And your brother?

GRACE: A box of cigars. But *you* choose them, please. I know nothing about cigars.

JOHN: Very well, I'll see my tobacconist[1] this week.

§ 5

GRACE: Nephews[2] and nieces[3] next. Your sister Kate's two boys. How old is Jim now?

JOHN: Twelve. He likes games.

GRACE: We might give him a football.

JOHN: Yes. I hope he doesn't take it into the garden on Christmas morning and start kicking it about. He might kick it through the dining-room window! We shouldn't be very popular then, if they had to eat Christmas dinner with a cold wind blowing through a broken window.

GRACE: Well, we'll warn Jim not to kick the ball about in the garden. We'll advise him to take it into the park. How old is Tom?

JOHN: He's two years younger than Jim. He'd probably like a gun.

GRACE: An air-gun? Can you do any damage with an air-gun?

JOHN: Not much. But we'll give him a warning, too.

[1] *tobacconist:* shopkeeper who sells cigars, cigarettes and tobacco.

[2] *nephew:* son of one's brother or sister.

[3] *niece:* daughter of one's brother or sister.

§ 6

GRACE : Now, who else is there? What about that widowed aunt[1] of yours? She's going to leave you all her property when she dies, isn't she?

JOHN : Aunt Martha? Yes, she *did* tell me she was leaving everything to me. I hope she won't die for a long time yet, though. We mustn't forget *her*. I don't know what to say. She's *very* well off. She's got everything she needs.

GRACE: Suppose I ask one of the shops to send some nice flowers on Christmas Eve?[2] Flowers are always welcome, and especially in winter.

JOHN : That's a really bright idea, Grace! I wonder what Aunt Martha will send *us*. A cheque, I hope. There'll be a large sum to be paid to the Collector of Taxes in January, and with all the money needed for presents . . .

GRACE : She sent you a cheque for £20 last Christmas, so perhaps you'll get another this Christmas.

§ 7

JOHN: Your sister Mary, David and their two girls?

GRACE: Something useful. Mary and David are always short of money.[3] And Mary's expecting another baby in the New Year. Can we afford to[4] give her a new baby-carriage?

JOHN : Sorry, dear, but I don't think we can. Think of something not quite so expensive.

GRACE : Sheets and blankets for the baby's bed, perhaps?

JOHN : Yes. See what the prices are next time you're in town, and put another question mark opposite Mary's name. What about the girls? They're about six, aren't they?

GRACE : Yes, the twins[5] are six. They must have the same presents, of course. Dolls, I think.

JOHN : Right! Two dolls for the twins.

1 *aunt:* sister of one's father or mother.

2 *Christmas Eve:* 24 December.

3 *be short of money:* not have enough money for one's needs.

4 *can we afford to:* have we enough money to .

5 *twins:* two children born together of the same mother.

GRACE: There's *your* sister Mary. It's strange we both have a sister called Mary, isn't it?

JOHN: Is it? Mary's quite a popular name. What shall we get for Mary?

GRACE: I saw some delightful boxes of beauty aids in one of the shops last week. Lip-stick, face powder, pink and red nail-varnish, a small mirror, things like that.

JOHN: Why not give Mary a box of handkerchiefs? She's quite good-looking without all these modern aids to beauty, isn't she?

GRACE: Why 'modern', John? Women have always used them.

JOHN: I suppose they have. *You* use them, though I think you're beautiful without them.

GRACE: Thank you, dear. Now you must be getting hungry. Shall I get you some supper? We can go on with the list afterwards.

JOHN: All right, Grace. But I'm more thirsty than hungry. What about a bottle of beer? I'll go to the fridge[1] and get one.

[1] *fridge:* short for *refrigerator.*

FOR STUDY

ADVERB POSITION

Adverbs that answer the question 'How often' can be put into two groups.

1. The adverbs *always, ever, never, often, sometimes, generally, usually.*

See the examples on pages 81-2.

2. The adverbs *once, twice* and the adverb phrases that are shown in the Table on the next page. (Note that *thrice,* three times, is not used in modern English.)

See the examples on page 82.

TABLE No. 4

every		now and then now and again so often
once, twice		an hour a day a week a month a year, etc.
three (four, etc.) two or three (four or five) several	times	
every every other		hour (day, week, month, etc.)
every two (three, etc.) every few		minutes (hours, days, weeks, etc.)
every second (third)		day (week, etc.)

The adverbs in Group 1 are usually (but not always) placed after the verbs *am*, *is*, *are*, *was*, *were*; *have*, *has*, *had*; *will*, *would*; *shall*, *should*; *can*, *could*; *may*, *might*; *must* and *ought*. They are usually (but not always) placed *in front of* other verbs.

Examples:

{ He *is always* at home on Sundays.
You *should always* come to class early.
She *has always* worked hard.

{ He *always stays* at home on Sundays.
You *always come* to class early.
She *always works* hard.

{ His wife *has never* had a holiday.
You *must never* do that again.
I *shall never* go there again.

His wife *never goes* away.
I *never work* on Sundays.
He *never takes* his wife with him.

We *have often* been to London.
They *are often* away from home.
I *am often* ill.

We *often go* to London.
They *often stay* in hotels.
I *often visit* my brother.

The adverbs in Group 2 are usually placed at the end of the sentence, but they may be placed at the beginning.

Examples:

They have English lessons *three times a week.*
Mr Webb goes to New York *twice a year.*
The buses run *every five minutes.*[1]
Mary goes to the cinema *several times a month.*
There are planes to London *every day.*
We stopped and had a rest *every three hours.*[2]
Again and again I've warned you not to be late.

[1] *every five minutes:* e.g. at 8.00, 8.05, 8.10, 8.15, 8.20, etc.
[2] *every three hours:* e.g. at 9.00, 12.00, 3.00, 6.00, etc.

READING-TEXT ELEVEN

INSURANCE

§ 1

(From Mr John Gibson to Mr Frederick Dunlop)

326 Park Road,
London, N.W.11.
21 May 19—

Dear Fred,

The news in your letter of the 16th was a very welcome surprise. I am very pleased indeed to hear of[1] your marriage, and I offer you my warmest congratulations. I wish you and your wife many years of happiness together and look forward to seeing you both.

It must be nearly three years since we met. Your marriage is a proof that you are doing well in business. One can't marry in these days of high prices and heavy taxes without a good income! I am still unmarried, but I hope to marry next year. Do you remember Margaret Field, a girl who was at college with us? She's the girl who's going to be my wife, as soon as we can afford to marry.

I am now in the insurance business. I joined the Apollo Life Assurance Company two years ago. I have not yet risen to be the Manager of the Company! In fact I have still only a junior position, but I'm beginning to do quite well.

Have you thought about life assurance yet? You ought to be insured now that you're married, and I shall be very pleased to help you. My company can offer you several kinds of policy.

You will go on working until you're 65, perhaps. Then you will get a pension from your own employers, probably, and of course there will be pensions for both you and your wife from the State. But you would like to have something to add to these, I'm sure. I don't want to frighten you, but there's always the possibility that you will die, or be killed in an accident, while you are still young. And if your wife were left with small children, she would be well looked after if you had life assurance. I can offer you a policy that

[1] *hear of*: have news about, be told of.

would provide £5,000 for you at the age of 65, or, if you preferred, £450 a year. If you died before 65, your wife would get £5,000 at once. There are policies for larger and smaller sums, of course, according to the premium you pay and according to the age at which you start. You know that you pay less income tax if you're paying premiums.

Do write and tell me whether you are interested. If you are, I shall be glad to send you full information, or, if you wish, pay you a visit to talk about the question with you.

Are you insured against fire and burglary and all the other risks?[1] I expect you are. I can offer you this kind of insurance, too, if you wish.

Once more, congratulations on your marriage.

Best wishes,

Yours sincerely,

Jack Gibson

§ 2

(From Mr Frederick Dunlop to Mr John Gibson)

37 Greenwood Road,
Southampton.
25 May 19—

Dear Jack,

Thank you for your congratulations; my congratulations to you! I remember Margaret Field very well—the girl with that wonderful red hair and those beautiful green eyes. She was the most popular girl in the college. You're a very lucky fellow[2] and I'm sure you'll be very happy with her.

Brenda and I are very lucky, too. Her father gave us this house as a wedding present, so we haven't to pay rent. The house and furniture[3] are insured already, so I can't help you by giving you that kind of business. I wish I'd known earlier that you were in the insurance business. I'd certainly have asked you to give me a policy for the house and its contents.[4]

[1] *risk:* possibility of having one's property damaged, etc.

[2] *lucky fellow:* fortunate man.

[3] *furniture:* chairs, tables, desks, beds, etc.

[4] *contents:* all the things (furniture, etc.) in the house.

I'm rather doubtful about the value of life insurance—or life assurance, as you put it. (Tell me some time—why is it always *assurance* for life and *insurance* for everything else?) It's my duty, I know, to see that there will be money for my wife, and later on for the children, in the event of my early death.[1] But I feel that it's wiser to put any money I can save into the shares of good business companies. You say I can get a policy that will provide £5,000 when I'm 65. Yes, but that time is nearly forty years away, and what will £5,000 be worth then? Ever since the First World War the real value of money has been going down. Prices go up a little every year, perhaps only 4%[2] or 5%, but the movement is always up, never down. £5,000 in fifty years from now may be worth only two-thirds or even a half of what it is worth today. Now if I put my savings (small now, but larger later on, I hope) into the shares of the big oil companies, or aircraft manufacturers, the value of the shares will go up with the rise in costs and prices. So the real value of my money would remain about the same, wouldn't it? I know your answer. You'll say that your life assurance policy provides against my possible death. I've got to balance that possibility against the almost certain fall in the value of money.

I'd very much like you to meet Brenda. Can you come down to Southampton for a week-end some time? What about a fortnight[3] next Saturday? If you can manage it,[4] please let me know which train you're coming by, and I'll meet you at the station. We can have a talk about life assurance and perhaps you'll succeed in making me see that life assurance is a good thing.

Yours sincerely,
Fred

[1] *in the event of my early death:* if I should die young.
[2] %: per cent.
[3] *fortnight:* two weeks.
[4] *if you can manage it:* if you find that it is possible to do this.

§ 3

(From Jack to Fred)

28 May 19—

Dear Fred,

It's very kind of you and your wife to invite me to visit you. I accept with pleasure for the week-end you suggest. There's a good train on Saturday, reaching Southampton at half past eleven.

The answer to your question about the difference between *in*surance and *as*surance is quite simple. An insurance policy provides against a risk. It protects you from a loss that you may or may not suffer, such as the loss of your property by theft or by fire, or damage by storms or floods. A life assurance policy provides against the possibility of early death, but there's no possibility that you will *never* die! Sooner or later the company will have to pay the money. Insurance covers a risk, a possibility; assurance covers what is a certainty.

I'll bring with me all sorts of information and full particulars of many kinds of policies, and we can talk about the question. I promise not to talk business all the time. We shall want to talk about our college days, shan't we?

I look forward to seeing you.

Yours sincerely,
Jack

FOR STUDY

VERB PATTERNS

WISH, another pattern (see page 30)

I wish you many years of happiness.
I wish you a Merry Christmas and a Happy New Year.
He wished us a pleasant journey.

LEAVE

Mr Black leaves home at 8.25 every morning.
His train leaves at 8.40.
The milkman leaves two pints of milk at his house every morning.

Don't leave your car here. There's a 'No Parking' sign.
The children leave (come out of) school at four o'clock.
Both Fred and Jack left college (finished their studies) several years ago.
Abul Qasim left his shoes at the door and went into the mosque.
'Somebody has taken my shoes,' Abul Qasim thought, 'and has left his own in their place.'
Don't leave your clothes lying about on the bedroom floor.
If you stand here talking much longer, the train will leave without you. You'll be left behind.
I hope that my rich aunt will leave me most of her money.
Mr Gibbs left £5,000 to his wife and £100 to his sister.
Mr Proctor died last week. He has left a widow and seven children.
Mrs Proctor was left with seven children to look after.

CONGRATULATE

I congratulate you *on* your marriage.
(I offer you my congratulations *on* your marriage.)
We all congratulate you *on* passing such a difficult examination.

SUCCEED

I *found* the book I wanted. Every bookseller in the town has copies.
I *succeeded in finding* the book I wanted. Only one bookseller had it.

Last year the examination was easy; all the students *passed*.
This year the examination was difficult; only three students *succeeded in passing* it.

MANAGE

There was very little traffic, so we *got* to the station fifteen minutes early.
The traffic was very heavy, but we *managed to get* to the station two minutes before the train left.

I know you're very busy, but if you can manage a week-end (manage to come here for a week-end), we shall be very pleased to see you.
Tom tried to carry the heavy box, but he couldn't manage it.

NOW (THAT), conjunction

You are married now, and you ought to be insured.
Now (that) you are married, you ought to be insured.

Mr Wilson is well again now, and can travel.
Now (that) Mr Wilson is well again, he can travel.

She's grown-up now, and doesn't want toys for Christmas.
Now (that) she's grown-up, she doesn't want toys for Christmas.

RENT, HIRE

Mr Dunlop owns his house; he does not *rent* it.
Is all this land yours, or do you *rent* it from somebody?
If you do not want to buy a caravan, you can *hire* one for a few weeks.
Bicycles *for hire*, 3s. a day.

FURNITURE

There is *not much* furniture in the house.
They bought *a lot of* furniture last year.

MACHINE, MACHINERY

How much new *machinery* has your company bought this year?
How many new *machines* has your company bought this year?

IF or WHETHER

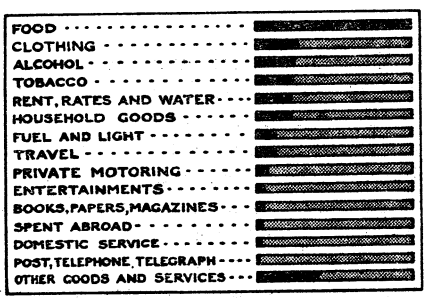
If you are coming, please send me a telegram. (If I do not get a telegram, I shall know that you are not coming.)
Please let me know *whether* you are coming or not. (Say either, 'I'm coming', or 'I'm not coming'.)
Do you know whether (*or* if) John is coming this week-end?

READING-TEXT TWELVE

SPENDING OUR MONEY

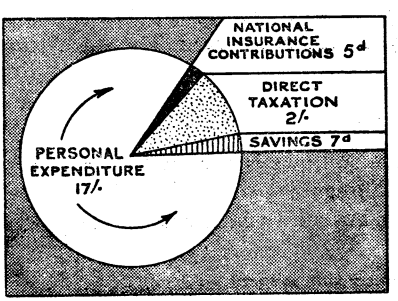
§ 1

In 1953 the British Government published a book full of figures, tables and diagrams. These show how the people of Britain spent their incomes in the years 1946 to 1952. They show how much of their incomes was spent on such necessities[1] as food and clothing,[2] fuel and light, rent and water, and how much money was spent on travel, entertainments, tobacco and other less necessary things. They tell us, too, how much of the total was taken by the Government in direct taxation and how much of it was saved.



§ 2

On this page there are two of the most interesting diagrams in this book. The top diagram gives a list of the chief goods and services on which money was spent. The oblongs make it possible for us to see quickly and easily on which goods and services more money was spent and on which less was spent. As we should expect, the amount spent on food is much greater than the amount spent on clothing. We see that the amounts spent on alcoholic drinks (beer, wine and spirits), and on tobacco (pipe tobacco,



[1] *necessities:* things that are necessary, things we must have.
[2] *clothing:* clothes.

cigarettes and cigars), are much greater than the amounts spent on books, papers[1] and magazines.

§ 3

The bottom diagram on page 89 shows in another way how income was spent during those seven years. Out of every twenty shillings, seventeen went on personal expenditure,[2] or on the goods and services in the list in the top diagram. Two shillings was taken by the Government in direct taxation. Savings were sevenpence, and the rest, fivepence, went for National Insurance contributions.

§ 4

Direct taxes, for example the tax on income, took two shillings out of every pound. But the Government took a large sum in indirect taxation, too. In 1952 people in Britain spent £287,000,000 on wines and spirits and nearly twice as much, £563,000,000, on beer. As the diagram shows, the sum spent on tobacco is nearly as large as that spent on alcohol. The taxes on alcohol and tobacco are heavy, so the larger half of the total expenditure on alcohol and tobacco, £1,670,000,000, for 1952, went to the Government in taxes. There is also the entertainment tax, for when the Londoner pays to go to a theatre, a cinema, a concert, or an opera, he pays a tax as well as the price of his seat. On many goods there is a purchase[3] tax. The cost of a radio set, a radiogram[4] or television set is high because of the tax the purchaser has to pay. So is the cost of the records he buys to play on his radiogram. On these, too, there is a heavy purchase tax.

§ 5

Out of every pound, seventeen shillings is personal expenditure. Of this sum a little over seven shillings is spent on food. The housewife takes about one-third of her husband's earnings[5] to the grocer,

[1] *papers:* newspapers.

[2] *expenditure:* spending of money; money that is spent.

[3] *purchase:* (*v.*) buy; (*n.*) the act of buying; something that is bought.

[4] *radiogram:* set for both radio and gramophone records.

[5] *earnings:* (*n. pl.*) money earned.

the baker and the butcher. About 3s. 6d. out of every pound is spent on alcoholic drink and tobacco. This, of course, is an average figure; some families spend more and others spend less, and there are many non-smokers.[1] If people in Britain drank and smoked less, the Government would at once have to raise the other taxes. Income tax would certainly be raised.

§ 6

Sevenpence out of every pound, a little less than 3%, seems a small figure for savings, but the total is quite large. The money contributed for National Insurance is also a form of saving, for those who pay these contributions receive the money back if they become ill or unemployed, or if they are injured in an accident while they are working.

The black part of the oblong opposite DOMESTIC SERVICE[2] is very small. Only the rich can afford to employ domestic servants. More is spent on private motoring than on domestic service. Many middle-class people in Britain who can afford a car cannot afford a servant.

§ 7

Travel includes journeys to and from work as well as travel for pleasure or for visits to relatives and friends. Workers in large cities spend a good deal[3] of money on bus, tram and train fares. Almost everyone in Britain is now able to enjoy a summer holiday away from home. Workers in many industries have holidays with pay, and are able to take their families to the country or the sea, and this is good for those who work in mines or factories, or spend most of their lives in the dull, smoky and dirty manufacturing and industrial parts of Britain.

§ 8

Household goods are such things as furniture for the home, and also things needed for cooking and meals, the kettles, pots, pans and

[1] *non-smokers:* persons who do not smoke.

[2] *domestic service:* working as a servant in the home.

[3] *a good deal:* a lot.

dishes. We must include today some things which were either unknown fifty years ago or were found only in the homes of the rich. Refrigerators and washing-machines are common in British homes today. They are usually bought by hire-purchase, a system of selling by which the buyer does not pay the whole price at once. Instead, payments are made weekly or monthly over a year or even longer. Many British families have to make several weekly payments of this kind; they are perhaps paying for a refrigerator, a sewing-machine, and a bicycle for one of the children.

§ 9

The sum spent on books and magazines seems small. Most families take at least one daily newspaper and a Sunday paper. They may take several weekly magazines, usually including the *Radio Times*. This gives them the weekly programmes of the B.B.C. The small sum spent on books does not mean that people do very little reading. Millions of cheap, paper-backed books are bought every month. There are good public libraries everywhere from which books may be borrowed. Over one million books are taken out from these libraries every week-day. In some homes, however, there is less serious reading now than there was fifty years ago. Many people prefer to listen to the radio, or look at films or television. Many people seem to prefer popular picture magazines to magazines that contain serious reading.

§ 10

There is nothing in this list for doctors and dentists. The National Health Service provides free treatment, except for a few small charges. Doctors' and dentists' bills were, in the past, a great worry to many people. Today almost the whole population of Great Britain makes use of the National Health Service. Doctors and dentists are paid by the State, and the hospitals are owned by the State.

Rents must be paid by all those who do not own their houses. House owners pay a tax on their property. There are also the rates, which are taxes on land and property, paid not to the Government,

but to local authorities, the town or city. The water rate is the charge made for the supply of water, often by a local authority but in some places by a company. 95% of the houses in Great Britain have piped water, a greater percentage than in any other country in the world.

FOR STUDY

PAY, COST, PRICE, WORTH, VALUE

Mr Watson bought his car five years ago. The *price* was £600 and Mr Watson *paid* £600 for it. Now it is five years old. It is certainly not *worth* £600 today. Its *value* today is perhaps only £300.

In 1952 Mr Green bought some shares in one of the large oil companies. The shares *cost* him 25s. each. In 1954 the shares were *worth* 30s. each. They had gone up in *value*.

The *value* of a good education cannot be measured in money. In Great Britain education is free. It *costs* nothing. The *price* of books may seem high, but their *value* to a student who is educating himself may be great.

SOME AFFIXES

1. The Suffix *-ment*

advertise	'advətaiz	advertisement	əd'və:tizmənt

agree(ment), amaze(ment), amuse(ment), announce(ment), employ(ment), enjoy(ment), govern(ment), measure(ment), treat(ment).

2. The Suffix *-ion*

Stress and Pronunciation

congratulate	kən'gratjuleit	congratulation	kən,gratju'leiʃn
contribute	kən'tribju:t	contribution	,kontri'bju:ʃn
converse	kən'və:s	conversation	,konvə'seiʃn
examine	ig'zamin	examination	ig,zami'neiʃn

explain	ɪk'splein	explanation	ˌeksplə'neiʃn
imagine	i'madʒin	imagination	iˌmadʒi'neiʃn
inform	in'fɔ:m	information	ˌinfə'meiʃn
invite	in'vait	invitation	ˌinvi'teiʃn
prepare	pri'peə*	preparation	ˌprepə'reiʃn
pronounce	prə'nauns	pronunciation	prəˌnʌnsi'eiʃn
satisfy	'satisfai	satisfaction	ˌsatis'fakʃn

3. Prefixes meaning 'not'

(*a*) *un-:* (un)able, (un)comfortable, (un)employment, (un)employed, (un)happy, (un)known, (un)true, (un)usual.

(*b*) *in-:* direct and indirect taxation.

(*c*) *dis-:* (dis)comfort, (dis)honest, (dis)like, (dis)obey.

4. The suffixes *-ly* and *-ness*

(Adjectives, Adverbs, Nouns)

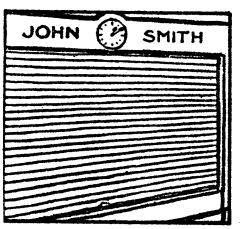
careless	carelessly	carelessness
clever	cleverly	cleverness
happy	happily	happiness
hopeful	hopefully	hopefulness
quiet	quietly	quietness
quick	quickly	quickness
sad	sadly	sadness
slow	slowly	slowness
soft	softly	softness
useful	usefully	usefulness
useless	uselessly	uselessness

5. The Suffix *-y*: noun and adjective

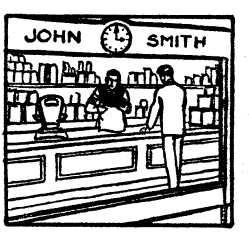
cloud	rain	smoke	storm	wind
cloudy	rainy	smoky	stormy	windy

It is now five minutes past nine. Mr Smith opened his shop at nine o'clock. He opened his shop five minutes ago. The shop has been open since nine o'clock. It has been open for only five minutes. At one o'clock Mr Smith will close his shop and go out to have lunch.

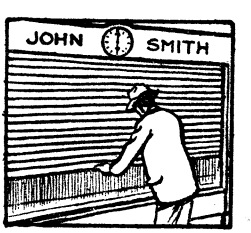
It is now ten minutes past one. Mr Smith is having lunch. He closed his shop at one o'clock. He closed his shop ten minutes ago. The shop has been closed since one o'clock. It has been closed for ten minutes. Mr Smith will open the shop again at two o'clock.



It is now three o'clock. How long has Mr Smith's shop been open? It has been open since two o'clock. It has been open for an hour. Mr Smith will close his shop and go home at six o'clock.



It is now six o'clock. Mr Smith is closing his shop. His shop was open for four hours this morning. How long has it been open this afternoon? It has been open for four hours. It has been open since two o'clock.



READING-TEXT THIRTEEN

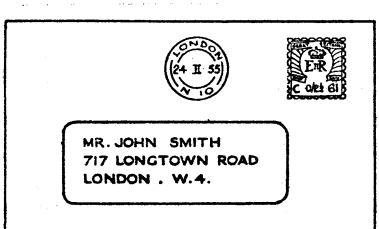
IN THE OFFICE

§ 1

The word *commerce* suggests buying and selling, the exchange of goods between countries. The word *industry* suggests the production of goods by mining and manufacture. When we see or hear the word *business*, however, we think first of all not of shops, factories or mines but of offices. Modern business is done chiefly in offices, and office work usually means various forms of communication.

§ 2

A business man needs to communicate with other business men. He can do this by using the telephone. He can also do it by writing, but the modern business man does not write his letters by hand. He dictates them to a shorthand typist, usually a woman. She types the letters on her machine and later takes them to be signed. When all the letters have been signed, they are put in envelopes and are ready for the post. Small offices employ a boy to stick stamps on envelopes, but large offices today have a machine which, as envelopes are passed through it, automatically prints a stamp on them in ink. There is a meter in the machine. This is set and locked by a Post Office official according to the amount of money that is paid in advance. When this amount is reached the machine no longer works and must be reset.

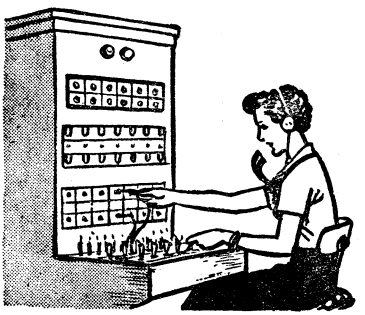


It is not necessary to type an address on an envelope. There are envelopes with a 'window' of transparent[1] paper, and the letter can be folded so that the name and address typed on the letter can be seen through this 'window'.

[1] *transparent:* that can be seen through, like glass.

§ 3

The telephone is an important part of the communications system. The head of a large department usually has two telephones on his desk. One is connected, through a switchboard, to the public Post Office system. The other is connected to a private internal system. This makes it possible for members of the staff[1] in different parts of the same building to talk to one another without leaving their rooms.



Telephone bells are noisy, so in most offices telephones usually have a quiet buzzer instead of a bell. The loud ringing of bells does not help a man to think about his work.

§ 4

Departments can also communicate with one another by using another useful kind of apparatus. The head of the department has a kind of box on his desk, and when he wishes to speak to another department, he has only to lift a small key. There is a buzz in the department he has called. The head can then talk to his staff, in several departments at the same time if he wishes, and hear their replies. The apparatus has a loud-speaker like that in a radio receiver. Instead of calling his staff to his office for a short discussion, the head of the department can talk to them and hear their replies as they sit at their own desks. Perhaps one day the apparatus will also have a television screen so that the persons will see each other while they talk. Some office workers would not like to know that they could be watched by the head of the department.

[1] *staff:* number of persons who work under a manager, or the head of a department.

§ 5

A business man need not call in his shorthand typist when he wants to dictate letters. He can use a dictating machine. This makes a record of his voice, either on a flat record like those we play on gramophones, or on a small roll of plastic material. The typist plays back the record or roll, listens to the letters that were dictated (perhaps several hours earlier), and types them. She then takes them in for the signatures. Some kinds of plastic roll are small and light enough to be put in envelopes and sent by post.

§ 6

If a business firm wishes to send out a circular letter to thousands of people, the letter can, of course, be printed in the ordinary way by a firm of printers. If, however, only a few hundred copies are needed, these can be produced more quickly and at a lower cost in the office. A sheet of paper coated with wax is put into the typewriter. Then, without using the ribbon, the typist strikes the keys in the usual way and the words are cut on the waxed sheet. The sheet is then put on a machine which will make as many copies as are required.[1]

§ 7

(From *The Times*)

WANTED.—Well-known publishers require several shorthand typists, between ages 18 and 30. 5-day week, 9.00-5.00. Write giving speeds and other information to Box N.581, *The Times*.

[1] *require:* want, need.

§ 8

175 Parkgate Road,
London, N.W.22
5 June 19—

Box N.581,
The Times,
Printing House Square,
London, E.C.4.

Dear Sirs,

I have read your advertisement in *The Times* of 5th June and I should like you to consider me for a position as a shorthand typist.

My age is 18.

My speeds are 100 for shorthand and 50 for typing.

I have recently finished a one-year course of training at the Churchman Secretarial College, Southampton Row, W.C. The Principal[1] of the College is willing to give you information about my work there.

I am free to visit your offices at any time for a test and interview.

Yours faithfully,
Joan Price

§ 9

THE MINERVA PUBLISHING COMPANY
Blind Alley, London, W.22

7 June 19—

Miss Joan Price,
175 Parkgate Road,
London, N.W.22.

Dear Miss Price,

Thank you for your letter of 5 June.

Will you please be here at 10.00 a.m. on Monday next, the 12th June, for a test and interview.

If these are satisfactory, we can offer you £10 a week to start with, rising to £11 a week after one year. Your duties would begin at 9.00 a.m. on the 19th June.

Yours faithfully,
L. Dobson (*Staff Manager*)

1 *Principal:* head (of the College).

FOR STUDY

RELATIVE CLAUSES, DEFINING AND NON-DEFINING

(1) Defining Clauses: *that* (or *which*), subject, for things:
This is the volume *that contains lives of great men and women.*
These are the cigars *that came at Christmas from Grace and John.*

(2) Non-defining Clauses: *which*, subject, for things:
This volume, *which contains lives of great men and women*, has 496 pages.
This volume (*which contains lives of great men and women*) has 496 pages.
This volume—*which contains lives of great men and women*—has 496 pages.
These cigars, *which were given to me by Grace and John for Christmas*, are very good indeed.

(3) Defining Clauses: *that* (or *which*), subject, for animals:
The horse *that won the race* was owned by a Frenchman.
The dog *that ran away with my meat* belongs to one of our neighbours.

(4) Non-defining Clauses: *which*, subject, for animals:
Mr Watson's sheep, *which will be sent to market next week*, will probably sell at good prices.
Mr White's horse, *which had never won a race before*, came in first in the third race at Newmarket yesterday.

(5) Defining Clauses: *who* (or *that*), subject, for persons:
The woman *who spoke next* was a newspaper writer.
The man *who sold you that old car for £300* was dishonest.

(6) Non-defining Clauses: *who*, subject, for persons:
Mr Andersen, *who has brought his car to England for a summer holiday*, has been visiting Mr Watkins.
My mother, *who is over sixty*, still plays golf.

(7) Defining Clauses: *that* (or *which*), object, for things or animals. Usually omitted:

Where are the cigars (*that*) *you bought for my brother*?

The film (*that*) *we saw yesterday evening* is not a very good one.

(8) Non-defining Clauses: *which*, object, for things and animals. Never omitted:

Grammar, *which perhaps you do not like very much*, can help you to speak and write good English.

These cigars, *which I received from Grace and John for Christmas*, are very good.

Mr Watson's sheep, *which he sold last week*, are now in the butchers' shops.

(9) Defining Clauses: *that* (rarely *whom*), object, for persons. Usually omitted:

The man (*that*) *you saw in my office yesterday* was Mr Dunlop.

Margaret Field is a girl (*that*) *we knew when we were at college.*

I'd like you to meet the woman (*that, whom*) *I'm going to marry.*

(10) Non-defining Clauses: *whom*, object, for persons. Not omitted:

Sir Winston Churchill, *whom Mr Andersen had never heard before*, spoke on the wireless that evening.

Miss Field, *whom Mr Dunlop is going to marry*, has wonderful red hair.

Miss Fowler, *whom you heard in that discussion*, has worked in newspaper offices for fifteen years.

Mr Don, *whom all the typists dislike*, dictates very fast indeed.

(11) Defining Clauses: *that* (or *which*), prepositional object, for things: often omitted when the preposition is placed after the verb of the clause, or after its object:

Is this the drawer (*that*) *you keep your knives and forks in*?

Is this the drawer *in which you keep your knives and forks*?

The hotel (*that*) *we stayed at* is near the theatres and cinemas.

The hotel *at which we stayed* is near the theatres and cinemas.

(12) Non-defining Clauses: *which*, prepositional object. Not omitted:

This car, *for which I paid £600 two years ago*, is now worth about £450.

This shop, *at which I buy my tea and coffee*, is closed between one and two o'clock.

This pipeline, *through which 14,000,000 tons of oil flow every year*, has been called 'the third river of Iraq'.

In informal style, the preposition may follow the verb:

This car, *which I paid £600 for two years ago*, is now worth about £450.

(13) Defining Clauses: *whom*, prepositional object, for persons: often omitted when the preposition is placed after the verb of the clause, or after its object:

Is that the man *you lent the money to*?

Is that the man *to whom you lent the money*?

The people *we were talking about* have gone to India.

The people *about whom we were talking* have gone to India.

(14) Non-defining Clauses: *whom*, prepositional object, for persons: not omitted:

Your eldest daughter, *to whom I was talking yesterday*, is a clever girl.

Mr Green, *from whom the children have English lessons*, has lived in many European countries.

Mr Gray, *with whom I travelled to Athens last summer*, speaks modern Greek very well.

In informal style, the preposition may follow the verb:

Mr Gray, *whom I travelled to Athens with*, is an old friend of my wife's.

(15) Defining Clauses: *whose*, possessive, for persons:

Here's the man *whose daughter Jack is going to marry.*

What shall we give that nephew *whose name I can never remember*?

The man *whose typewriter you borrowed* wants to know when you're going to return it.

(16) Non-defining Clauses: *whose*, possessive, for persons:
Miss Price, *whose desk is next to mine*, learnt shorthand and typing at the Churchman Secretarial College.
Dickens, *whose novels are still very popular*, lived in the nineteenth century.

(17) Defining Clauses: *where*, relative adverb:
Is this the place *where the accident happened*?
The village *where we stopped for petrol* had a beautiful old church.

(18) Non-defining Clauses: *where*, relative adverb:
Stratford-on-Avon, *where Shakespeare was born*, is visited by thousands of tourists every year.
Banias, *where the pipeline from the Kirkuk oilfields reaches the sea*, is becoming important.

INTONATION

Defining Clause:
The ¯river that flows through ˊLondon is called the ˋThames.

Non-defining Clause:
The ˊThames (*pause*), which flows through ˊLondon (*pause*), is a ¯long ˋriver.

Defining Clause:
He has ¯two daughters who are ˋtypists. (He has others who are not typists.)

Non-defining Clause:
He has ¯two ˋdaughters (*pause*), who are ˋtypists. (He has only two daughters.)

READING-TEXT FOURTEEN

A SERIOUS CONVERSATION

(*Jack and Anne are both young, and it will be a year or two before they can afford to marry. While they are waiting, they spend a lot of time together discussing the problems of life, as young people like to do. Anne and Jack are a rather serious young couple.*)

§ 1

JACK : Who was it said all men are equal, Anne? Do you remember?

ANNE : Has anyone ever said so? Thomas Jefferson said all men are *created* equal. That's not quite the same thing, is it?

JACK : Well, all men are *not* equal, of course. Do you think we're all created equal?

ANNE : No, not at all. A child with strong and healthy parents is likely to be[1] stronger and healthier than a child with weak and unhealthy parents. A child with clever and intelligent parents will probably do better at school and college than a child with dull and stupid parents.

JACK : You're a good example of that, Anne. I'm always rather afraid of your parents. They're so *very* intelligent! Were they disappointed when you took me home and introduced me to them last year?

ANNE : Not at all, you silly boy. You've got plenty of common sense,[2] and that's often worth more than intelligence. Should I have agreed to marry you if you were stupid?

JACK : Perhaps Jefferson meant that everybody should have equal opportunities. That's the case[3] in England today, isn't it?

ANNE : I wonder whether it really is. I'm sure there are many children who are clever enough to go to the university, but who don't go. Their parents want them to leave school and start earning

[1] *is likely to be:* will probably be.

[2] *common sense:* knowledge of how to behave, what to do and say, coming not from study, but from living and working with people.

[3] *that's the case:* that's true.

money as soon as they're fifteen or sixteen, even when the children have the chance of going to the university free.

JACK : Well, that proves what you were saying a few moments ago. It's a great disadvantage to have stupid parents. It's a pity children can't choose their parents, isn't it?

ANNE : Well, even if I could, I wouldn't choose differently.

JACK : Neither would I, but we're very lucky. We've both got sensible and intelligent parents.

§ 2

ANNE : Yes, and we're lucky to live in a democratic country, too.

JACK : I never feel sure[1] what that word *democratic* means. It seems to have different meanings in different countries.

ANNE : Yes, that's true. I was talking to an American the other day. He didn't seem at all sure that England is a democratic country. He was quite sure that the United States is more democratic than England.

JACK : It was Lincoln, wasn't it, who said 'government of the people, by the people, for the people'?

ANNE : Yes, that speech at Gettysburg that American children probably have to learn by heart. That's one definition of democracy. Perhaps this American I met thinks England is still governed by her kings and queens, and the nobles in the House of Lords.

JACK : Well, the President of the United States certainly has more power than anyone in this country. He has much more power than our Prime Minister.

ANNE : He certainly has. A Prime Minister can be questioned in the House.[2] The President of the United States doesn't sit in[3] Congress.[4] If he's questioned at all, it's by the newspaper men at his press conferences.[5] And at these he can always refuse to answer[6] questions.

[1] *never feel sure:* am never sure.

[2] *the House:* the House of Commons.

[3] *doesn't sit in:* is not a member of.

[4] *Congress:* law-making body of the United States.

[5] *conference:* meeting for discussion; *press conference:* one at which newspaper men ask questions.

[6] *refuse to answer:* say that one will not answer.

JACK : What did democracy mean in Athens more than two thousand years ago? That's where it started, isn't it? It didn't mean then what it means today, I'm sure.

ANNE : Popular government, rule by the people. But not by *all* the people, only the free citizens. There were large slave populations in the ancient city states of Greece.

JACK : The idea of a slave population in a democracy *does* seem strange today, doesn't it?

§ 3

ANNE : My father says we're governed in England today by the Civil Service. He says the permanent officials are the people who have the real power today.

JACK : Do you agree with him?

ANNE : No, I don't. Civil servants have to do what the leaders of the Government decide. Civil servants advise, of course, but their advice needn't be taken. And I don't think the ordinary Member of Parliament has much power, either. He votes in the House as his leaders require—but he doesn't make any decisions himself.

JACK : But M.P.s[1] can make their opinions known if there's any injustice. There's question hour[2] in the House of Commons; that provides an opportunity for an M.P.[3] to see that ordinary people are treated justly and that the Government is not making a wrong use of its authority.

ANNE : Yes, question hour is very valuable. But I think it's true to say that the ordinary M.P. is only a part of a machine, voting as he's been told to vote.

JACK : I suppose the really important decisions are made by very few men, often by one man only, the Prime Minister.

ANNE : But he's not a dictator, not in this country! These men who form our Governments are elected by counting the votes of the citizens, people like you and me. If we don't like what the Government does, we can vote against that party at the next election and get new leaders.

[1] *M.P.s:* 'em'pi:z.

[2] *question hour:* time when members of the House of Commons may put questions to Ministers.

[3] *an M.P.:* ən'em'pi:.

JACK : Yes, if we like to wait three or four years. And you need educated voters if that system is to be satisfactory. Do people in this country think seriously about the problems of foreign affairs? Do they understand the economic position of the country? I think most voters support the party that makes the biggest promises—cheaper food, lower taxes, higher pensions, no unemployment.

ANNE : Well, at least the voters have more than one party to vote for. In some countries today there's only *one* party at elections. No choice[1] at all!

§ 4

JACK : You mean the countries that call themselves the People's Democracies? That's a strange name.

ANNE : I think they use that name to show that all the land, the forests, the mineral wealth, all the railways, shipping,[2] factories and so on belong to the people.

JACK : And, of course, in a good many[3] countries that we call democracies these things are privately owned.

ANNE : We've nationalized our railways and coal mines.

JACK : I don't like that word *nationalize*. I don't feel that the coal mines and railways belong to the nation, to the people. They belong to the State, and the State is a kind of machine.

ANNE : I agree. We talk about the machinery of government. It's better perhaps to say that the railways are State owned. Do you think State ownership is a good thing? I prefer private ownership.

JACK : I'm not at all sure. The Post Office is State owned in all countries, isn't it? That seems to work well. But our railways in Britain have often been in difficulties about something or other.[4]

ANNE : Perhaps railways everywhere are getting out of date, like the old canals that go all over the country and are no longer[5] used. Railways have too much competition nowadays. The roads compete with them for goods traffic, and the air lines and motor coaches take a lot of the long-distance passenger traffic.

1 *no choice:* no possibility of choosing.
2 *shipping:* all the ships (of a country, etc.).
3 *a good many:* a large number (of).
4 *something or other:* one thing or another thing.
5 *no longer:* not now.

JACK : Well, competition's said to be a good thing, isn't it? If there was no competition, the railways could charge what they liked.

ANNE : No, not while they're State owned. The Post Office has no competition, but it still carries your letters for a few pence. Even if the railways had no competition, Parliament would see that[1] their charges were fair and reasonable.

§ 5

JACK : Well, we haven't decided what we mean by democracy yet, have we?

ANNE : I don't think it's possible to define the word. In Western Europe we perhaps mean the kind of government that allows all of us to discuss politics quite freely. There must be freedom of opinion and freedom of speech. There must be rule by the majority, but respect for the rights of minorities.

JACK : Excellent, Anne! And Mr Citizen must share in the government by electing the right sort of men to represent him in Parliament. He must use his vote intelligently.

ANNE : Mrs Citizen and Miss Citizen, too, Jack. And don't forget the women M.P.s.

JACK : Well, we're back where we started, aren't we? Australians and Americans would say that a democracy is a country where citizens treat each other as equals, even though they're not equals.

ANNE : Then this country is not a democracy yet. Women have got the right to vote, but we haven't got equal pay for equal work in *all* the professions yet.

JACK : That will come soon, I'm sure.

ANNE : When the Australian says his country is democratic, he's probably not thinking of government at all. If a workman there meets his employer, he won't say 'Good morning, sir' or 'Good morning, Mr White'. He'll say 'Good morning, Joe'.[2]

JACK : Well, that's another kind of democracy. How difficult it is to get a definition for this word!

[1] *see that . . .*: take care, make sure, that ...

[2] *Joe*: short for Joseph.

FOR STUDY

NONE (SOME, ALL, ETC.) OF . . .

TABLE No. 5

None Both Several Two or three (Very) Few A few Some A large number A lot Lots All (How) Many	of	them these those mine (yours, etc.) John's		were broken
		the these those my (your, etc.) John's	eggs	

TABLE No. 6

All Some None A great deal A good deal Little A little A lot Lots (How) Much	of	it this that ours (yours, etc.)		comes from the Middle East
		the this that our this country's	oil	

Examples to Tables 5 and 6:

Several of mine were broken.
All of her eggs were broken.
How many of yours were broken?
None of it comes from the Middle East.
A good deal of the oil comes from the Middle East.
How much of this country's oil comes from the Middle East?

AGREE

(1) with *that*:

Do you agree that my plan is better than yours?
No one would agree that life was pleasanter three hundred years ago.

(2) with a *to*-infinitive:

Mr Williams has agreed to speak at the meeting.
Has she agreed to marry you?

(3) with the preposition *about*:

They could not agree about who should do the work.
They cannot agree (about) how the work should be done.

(4) with the preposition *with*:

I quite agree with you.
Do you agree with what I have said?

(5) with the preposition *to*:

They agreed to our suggestion.
I told him about our plan and he agreed to it.

NEED

(1) The Regular Verb:

(*a*) With a noun or pronoun as its object:

Small children need more sleep than grown-up people.
He needs a new hat, but he does not need new shoes.
Does Mary need any new clothes?
Do you need any help?

(*b*) With a *to*-infinitive:

'A place for everything and everything in its place' is a proverb that many of us need to remember.

If you insure your property against all these risks, you will not need to worry when you are away on holiday.

(*c*) With a gerund:

The work needs doing (=to be done) at once.

These shoes need mending (=to be mended).

(2) The Irregular Verb:

You needn't take his advice.

His advice needn't be taken.

You needn't go yet, need you?

Tell the typist she needn't come tomorrow.

Need you go so soon?

WHY, Relative Adverb

There are several good reasons *why you should not use slang* (reasons *for* your not using slang).

The reason *why he did not come* (His reason *for* not coming) is that the weather was too bad.

AFRAID

(1) with *of*:

Are you *afraid of* the dog?

Are you *afraid of* being bitten by the dog?

Are you *afraid of* what people will say if you run away?

(2) with a *to*-infinitive:

The child was *afraid to go* to bed in the dark.

Don't be *afraid to ask* questions.

(3) with a *that*-clause:

He was afraid (that) he would make mistakes.

I'm afraid (that) I can't help you.

I'm afraid (that) it's going to rain.

READING-TEXT FIFTEEN

ANY PROBLEMS?

(Mr Green has invited the students at the Summer School to bring their language problems to him. He, his wife, and the students are talking after supper.)

§ 1

SUZANNE : Perhaps you'll think my question a very silly one, Mr Green. Why do English people say 'white meat' and 'dark meat' when they ask you what part of the chicken you'd like at dinner?

MRS GREEN : Is that what they *do* say? I always say 'breast' and 'leg'.

MR GREEN : I know the answer to Suzanne's question. Where did you hear those words?

SUZANNE : I spent a week-end in London with some elderly friends of my parents before I came here. We had chicken for dinner, and I was asked whether I'd rather have white meat or dark meat.

MR GREEN : They were elderly people, you said. That's probably the explanation. In the nineteenth century English women didn't like to use the words 'breast' and 'leg'. It seems very silly today, doesn't it? When there was a chicken or a turkey for dinner, they didn't say, 'Would you like some meat from the breast?' They said, 'Would you like some white meat?'

MRS GREEN : Your friends probably heard these words from their parents. They were Victorians,[1] of course. And your friends go on using the words. Legs were not spoken about in those days. They weren't even seen. You've seen pictures of the clothes worn in Victorian times, haven't you? Skirts right down to the ground, not even the ankles showing?

LUCILLE : Oh, yes! And those strange clothes they wore when they began to ride bicycles! What would they say if they saw the clothes we wear today for sport!

[1] *Victorians:* people who lived in the reign of Queen Victoria (1837-1901).

§ 2

PAUL : What's the difference between 'small' and 'little'? You crossed out 'little' in something I wrote for you last week and put 'small' instead.

MR GREEN : Yes, I remember. I didn't explain my correction.[1] I ought to have done so. Can anyone suggest an answer?

PEDRO : Don't we use 'little' when we want to suggest a sentiment of some sort?

MR GREEN : That's right, Pedro. I'll give you some examples. Suppose you want to buy a house. You might advertise in the paper for 'a small house in the country'. You'd use the word 'small', not the word 'little'. You get replies to the advertisement, and you go to see the house. What do you say if you like it? You might say, 'Oh, what a delightful little house!' or perhaps, 'Oh, what a nice little garden it has!' 'Little', you see, is used with adjectives that show feeling: 'a delightful little house', 'a nice little garden'. We speak of 'small letters' and 'capital letters', don't we? Never '*little* letters'. We have no feeling about the alphabet.

MRS GREEN : We have three small children at home. If you met them, you might say, 'Oh, what nice little children!', or 'Aren't they naughty little children!'

OLGA : I'm sure they're nice little children, Mrs Green.

§ 3

MR GREEN : And what's the next problem?

OLAF : Why do English people so often say something about the weather when they begin a conversation with strangers?[2]

MR GREEN : Well, of course, in England the weather's always changing. We never know what to expect. If you were in a country where the weather doesn't change much, it would be difficult to say much about it. But you asked why we talk about the weather to strangers. That's an interesting question. It's probably because the weather's a subject[3] it's quite safe to talk about. It's a way of

[1] *correction:* something correct (right) put in place of something incorrect (wrong).

[2] *strangers:* persons who are unknown to you.

[3] *subject:* something to be talked or written about.

reaching agreement. I begin by saying, 'A cold morning, isn't it?' The other man says, 'It certainly is.' I say, 'It's been cold all week,' and the other man says, 'Yes, we're having a very cold spring.' So far[1] we've agreed about everything. Perhaps I make a remark[2] about something I've seen in the newspaper. I say, perhaps, 'I see the Italians have beaten[3] us at football again.' The other man says, 'Yes, seven—nil[4] this time.' Well, when we've exchanged remarks on subjects of this kind, on which there can be no disagreement, we're beginning to feel friendly. If we'd started with subjects on which disagreement was possible, politics, for example, we might not have become friendly. Language isn't used only for giving or asking for facts.

MRS GREEN : Remarks about the weather are a safe way of opening communication with a stranger. When I go abroad, to a country where I can't speak the language, I always try to learn a few phrases, like 'Good morning', 'Good afternoon', 'Isn't it a nice day', 'Please' and 'Thank you'. People are suspicious of strangers who are completely silent.

GILDA : Then our English textbooks ought to give us lots of remarks about the weather!

MR GREEN : They're certainly useful when you come to this country.

§ 4

MARIO : We've all heard a lot of slang while we've been here. Should we learn it and use it?

MR GREEN : I don't advise you to use it. It's difficult to say whether you should learn its meaning. It depends on your aim[5] in learning English. If you expect to talk to English people of all classes, then you'll certainly hear a good deal of slang, and you ought to learn the meanings of slang words and expressions. If you want to listen to broadcasts in English and go to English talking films, you'll find it useful to know something about slang. But if your chief

[1] *so far:* up to this time.

[2] *make a remark:* say something.

[3] *beat somebody at (football, etc.):* win (the game).

[4] *seven—nil:* 7—0.

[5] *aim:* (*n.*) purpose.

aim is to read books on such subjects as medicine, economics or engineering, there's no need at all to study slang. It would be a waste of time.

EMIL : Why do you advise us not to *use* slang, even if we learn it?

MR GREEN : Because it's too difficult. You could learn the meaning of slang words and expressions without much difficulty, perhaps, but you'd almost certainly use them in the wrong way and to the wrong people. There's schoolboys' slang and schoolgirls' slang. There's Army slang and Air Force slang. Sailors have their own slang words and expressions. It's the easiest thing in the world to learn a bit of slang and then to make yourself look silly by using it to the wrong people.

MRS GREEN : There's another good reason for not using slang. It very quickly goes out of date. Slang's always changing. You might learn a slang phrase that was in common use[1] ten years ago. And if you used it today, you'd be laughed at.

MARIO : So it's much safer *not* to use slang.

MR GREEN : Very much safer.

§ 5

ANNE : Slang *is* dangerous, I know. But there's something else that worries me. How can I learn to talk English naturally? I don't want to talk like a book.

MR GREEN : I know what you mean. You sometimes use words that you've learnt from your reading. And then sometimes someone tells you not to use them when you're speaking.

ROSA : Yes, that's what happens to me. The other day[2] I said, 'I fear it's going to rain.' Mrs Green told me not to say 'fear'. She told me to say, 'I'm afraid it's going to rain.'

MR GREEN : Quite right, too. 'Fear', the verb, is not much used in speaking. That's quite a difficult problem. You can learn a lot by reading modern English novels and plays. They *must* be modern, though. They'll give you good examples of conversational English. And don't always use the words that are the nearest to the words of your own language. If your language is French or Spanish,

[1] *in common use:* used by many people.

[2] *the other day:* a few days ago.

commence will come easily to your tongue. But it won't sound natural to English listeners. What are the words we're likely to use, Anne?

ANNE : 'Begin' or 'start'?

MR GREEN : Yes, we're much more likely to use 'begin' or 'start' than 'commence'. Say 'When I began to learn English', not 'When I commenced to learn English'.

HANS : But I've heard English people use 'commence'.

MR GREEN : So have I. But not when they're speaking naturally. Perhaps they were speaking in public and thought that 'commence' sounded better. It doesn't. Pedro, you used the word 'sentiment' a few minutes ago. I should have used the word 'feeling'. That's another example.

§ 6

HANS : I've met a lot of Americans. Most of them say 'Do you have'. I was taught to say 'Have you'. Which is better?

MR GREEN : That's another difficult question. 'Do you have' is good American English in many sentences where English people would say 'Have you'. If an American asks you, 'Do you have any brothers or sisters?', it's quite correct, but it's American English. If you go to America, use American English if you wish. But in this country we say, 'Have you any brothers or sisters?', or, more probably, 'Have you got any brothers or sisters?' 'Have you got' is very common in spoken English and it's quite good English. It's not at all slangy. Who's got another question?

§ 7

LUCILLE : When I first began listening to the B.B.C. broadcasts to France, I couldn't understand 'Here *is* the news'. I thought it ought to be 'Here *are* the news'. I've learnt that 'news' is singular now, but I still find it difficult to understand *why* words like 'news' and 'advice' and 'information' and 'furniture' are never plural. They can be plural in French.

MR GREEN : You want to know how to recognize words of this kind, don't you? The only way I can think of is to keep your eyes and ears open. When you see or hear them, notice how they are used. If they're used with 'much' you mustn't make them plural.

'Not much news', 'not much advice', 'not much information', that's the way to remember them. Not by themselves, but with 'not much'. Or you could learn them as 'an item of news', 'a piece of advice', 'an interesting bit of information'. 'Knowledge', 'machinery' and 'poetry' are other nouns that are never used in the plural.

§ 8

GILDA : Are all these phonetic symbols you've been using really useful or necessary?

MR GREEN : I'm surprised at you, Gilda! Of course they're useful. I won't say they're necessary, but they're certainly useful. Haven't *you* found them useful?

GILDA : I don't understand how a strange symbol on paper can teach me how to pronounce.

MR GREEN : Well, no one says that symbols *can* teach you to pronounce. They can't! But when you know the sounds the symbols represent they *can* help you in all sorts of ways. They're not an extra burden, as you seem to think. A wheelbarrow's heavy, but it helps the man who has to get a load of sand from one place to another. I found phonetic symbols very useful when I learnt French. Lucille, would you mind writing, 'Ah, que c'est beau', on the blackboard. Thank you. Now, Hans, you don't speak French, do you? No, well, will you try to read those words, please?

HANS : I've just heard you say the words, but I wouldn't like Lucille to hear me trying to say them. She'd laugh at me.

MR GREEN : Well, look at this.

(*Mr Green writes on the blackboard* aksebo, *and Hans says the words successfully.*)

MR GREEN : You can't learn everything about English pronunciation from your teachers. So phonetic symbols can be a great help.

OLAF : English spelling isn't much help.

MR GREEN : There are hundreds of words where the spelling is no help at all.

PEDRO : 'Sugar', s-u-g-a-r: that's the only English word in which *s* has the *sh* sound, isn't it?

MR GREEN : Are you sure,[1] Pedro?

[1] *sure:* ʃuə.

FOR STUDY

PRONUNCIATION

(1) Change of Stress

Verb		*Noun*	
compete	kəm'pi:t	competition	ˌkompi'tiʃn
define	di'fain	definition	ˌdefi'niʃn
examine	ig'zamin	examination	igˌzami'neiʃn
record	ri'ko:d	record	'reko:d

Adjective		*Noun*	
necessary	'nesisəri	necessity	ni'sesiti
possible	'posibl	possibility	ˌposi'biliti
probable	'probəbl	probability	ˌprobə'biliti
stupid	'stju:pid	stupidity	stju:'piditi

Noun		*Adjective*	
agriculture	'agrikʌltʃə*	agricultural	ˌagri'kʌltʃərəl
commerce	'komə:s	commercial	kə'mə:ʃl
democracy	di'mokrəsi	democratic	ˌdemə'kratik
industry	'indəstri	industrial	in'dʌstriəl

(2) No Change of Stress

Verb		*Noun*	
advise	əd'vaiz	advice	əd'vais
correct	kə'rekt	correction	kə'rekʃn
create	kri'eit	creation	kri'eiʃn
decide	di'said	decision	di'siʒn
disappoint	ˌdisə'point	disappointment	ˌdisə'pointmənt
introduce	ˌintrə'dju:s	introduction	ˌintrə'dʌkʃn
know	nou	knowledge	'nolidʒ
produce	prə'dju:s	production	prə'dʌkʃn
succeed	sək'si:d	success	sək'ses

Adjective		*Noun*	
angry	'aŋgrɪ	anger	'aŋgə*
certain	'sə:tn	certainty	'sə:tntɪ
different	'difrənt	difference	'difrəns
difficult	'difikəlt	difficulty	'difikəltɪ
fashionable	'faʃənəbl	fashion	'faʃn
valuable	'valjuəbl	value	'valju:

PAIR and COUPLE

{ This is a good pair of scissors.
{ These are good scissors.

{ I want a new pair of trousers.
{ I want some new trousers.

Married couple wanted, Cook-General and Chauffeur-Gardener.

Holiday camps are popular with married couples because there are nurses to look after the children.

Mr Archer went out and shot a couple of rabbits.

ACCORDING TO

(1) The policy provides large or small sums according to the premiums that are paid.

(2) According to the law in this country, a man is a burglar if he breaks into a house between 9 p.m. and 6 a.m. in order to steal.

According to the newspapers (=if what the newspapers say is right), tea will cost more next month.

According to the Bible, God made the world in six days.

WHAT ABOUT ?

What about Anne? (What shall we do about Anne? e.g. What shall we give her for Christmas?)

What about a walk this afternoon? (Shall we go for a walk this afternoon? Would you like to go for a walk?)

What about going to Wimbledon to see the tennis? (Do you think that's a good idea?)

Shall we all go to Wimbledon? What about Mary? (Does Mary want to go? Can Mary go? etc.)

READING-TEXT SIXTEEN

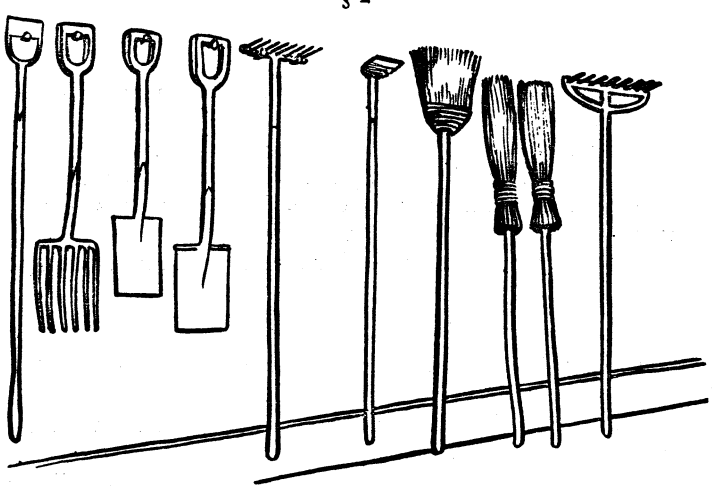
OUR VILLAGE

§ 1

Our village is small and has only one street. Because it is not on a main road, it is quiet and peaceful. Except at week-ends during the summer months there is not much traffic. There are only three shops, the butcher's, the baker's and the General Stores.[1]

The General Stores tries to show as much as possible in its windows. There are bars of soap and packets of soap-powder. There are cotton and woollen socks for the children, and silk and nylon stockings for the older girls and the women. There are mousetraps, rubber boots for the farm workers, pocket-knives with sharp and shining blades, packets of flower and vegetable seeds, teapots, teacups and plates, pots, pans and kettles.

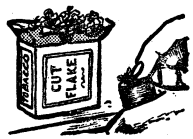
§ 2



When you go inside there is an even greater variety. Hanging on the wall are gardening tools; spades of shining steel, long-handled

[1] *General Stores:* shop at which goods of many different kinds are sold.

forks and rakes, and brooms for sweeping up dead leaves from lawns and paths. The shelves are full of tinned goods[1] of every kind. There are packets of pipe tobacco and cigarettes, paint brushes and tins of paint. There are shelves of groceries: cheese, butter and margarine, bacon and ham, tea, coffee and sugar. There are even some ready-made[2] clothes, though most of the villagers prefer to go to the town when they want clothes. There is a tray filled with picture-postcard views of the village street and the church, and of the ruined[3] castle on the hilltop not far away.



§ 3

If you want stamps to put on your letters and postcards, you can buy these in the General Stores. The owner is also the village postmaster. The General Stores and Post Office is the centre of village life, at least for the women and children. The men meet at the public house[4] to talk about village affairs, but it is in the shop that the women exchange news.

Look round the shop. You will learn a good deal about the life of the village. Look at the newspapers there. If you know which newspapers support the two big political parties, you can make a good guess at the politics of the man who represents the villagers in Parliament.

§ 4

There are cards pinned up on a wooden board near the door. One card tells you that there will be a dance in the village hall on Saturday evening. Another announces that there will be a sale of

1 *tinned goods:* goods in tin cans.

2 *ready-made:* made in many sizes, ready to be worn; not made specially after measuring the wearer.

3 *ruined:* of which the roof and walls have fallen.

4 *public house:* house (not a hotel or club) at which alcoholic drinks are sold, to be drunk in the building.

village produce[1] on Wednesday afternoon to raise[2] money for repairs to the woodwork[3] in the church. Other cards advertise second-hand[4] furniture and other goods for sale. Mrs Dobson's last child has grown too big for the baby-carriage and this is now for sale. Mrs White's boy has outgrown[5] his clothes and she wants to sell them. Mrs Ray wants to sell a radio set. As everyone in the village knows, Mr Ray has recently bought a television set, and they have decided that they do not need both. Miss Wade, now seventy-five, has recently sold her thirty-year-old car. She decided, quite rightly, that at her age she ought no longer to drive, even along the quiet roads of the district. She is advertising that her garage[6] can be rented for five shillings a week. Tom Slater, a farm worker, is advertising his old bicycle for three pounds. He has now bought a motor-cycle, on which he rides to and from the farm where he works, four miles away. Mrs Wells, a war widow,[7] has a card that says she will go out in the mornings to help people with their housework. There are other cards asking for domestic help two or three mornings a week.

§ 5

Opposite the General Stores is the village 'pub'.[8] A large sign-board shows that it is called 'The Red Lion'. Here, in the evening, many of the men come for a glass of beer and a game of darts. The pub is the working man's club. There is talk about the weather and the crops,[9] about what has been happening in the village. There is talk about football in winter and cricket in summer. After

[1] *village produce:* things such as fruit, vegetables, chickens, eggs, from the gardens and homes of the villagers.

[2] *raise:* obtain, manage to get.

[3] *woodwork:* parts made of wood.

[4] *second-hand:* already used by others; no longer new.

[5] *outgrow:* grow too tall or too large for.

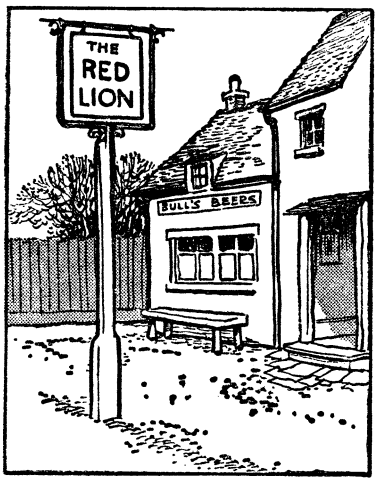
[6] *garage:* (here) building in which a motor-car is kept when not in use.

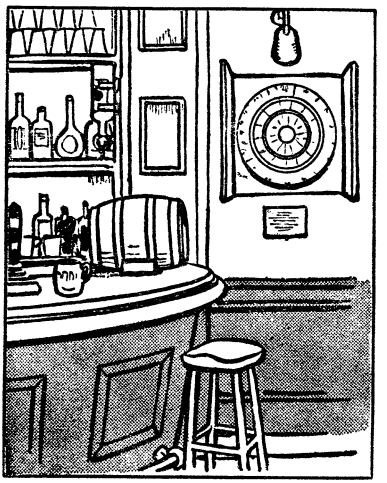
[7] *war widow:* woman whose husband was killed in the war.

[8] *pub:* short for public house.

[9] *crop:* quantity of agricultural produce for the year or season.

the ten o'clock news[1] from the B.B.C. there may be a discussion on national and international affairs.





Outside the pub is the bus stop,[2] and on a board there is the time-table[3] for the local bus service. The villagers go to the nearest town, seven miles away, when they want to visit a cinema or do the kind of shopping that cannot be done in the village. On Saturday afternoons there are often family parties waiting for the bus to take them to town for the week-end shopping.

§ 6

The church was built in the fifteenth century. It is the most interesting and the most beautiful building in the village. From the gravestones in the churchyard[4] and the written records inside the church a large part of the history of the village can be learnt. On Sundays its bells ring to call the people to services. The bells are rung by the publican,[5] the butcher, the headmaster of the village school

1 *news:* (here) broadcast news.
2 *bus stop:* place where buses stop for passengers to get in and out.
3 *time-table:* list of times at which buses arrive and leave.
4 *churchyard:* walled ground round a church, often used as a burial-place.
5 *publican:* man who keeps a public house.

and one of the local farmers. The church organ is played by the village postmaster. Here, for hundreds of years, the people of the village have been christened, married and buried. The churchyard is now full and burials take place[1] in a new burying-ground not far away.

The villagers like their vicar,[2] not only because his sermons are short and simple, but also because he is always interested in their work and play and always visits them when they are ill or in difficulties.

§ 7

The village school is a small and rather old-fashioned building. It is a primary school, so only young children attend[3] it. When they

[1] *burials take place:* people are buried.
[2] *vicar:* Church of England clergyman.
[3] *attend school:* go to school (as a pupil or student).

are eleven years old they go to secondary schools in the nearest town. A school bus takes them in every morning and brings them back every afternoon. They have dinner at school, between morning and afternoon classes.

§ 8

Most of the houses in the main street of the village are old. Many of them are pleasant to look at, though perhaps rather inconvenient to live in. At the end of the village street there are about a hundred new houses of red brick. These have been built since the end of the war. They are called 'council houses', because they were built not by private builders, but by the Local Authority, the Rural[1] District Council. They are well planned and attractive, with well-cared-for gardens.[2] They all have such public services as water, electricity and drainage,[3] and their rents are reasonable.

§ 9

Besides[4] the butcher's, the baker's and the General Stores, we have a blacksmith's[5] shop and a garage.[6] The blacksmith today is an agricultural engineer. He repairs farm tractors and other complicated machinery used in modern agriculture.

The garage has two petrol pumps. The mechanic will keep your car in good order and is also an electrician. He will repair your radio or television set or wire your house if you want to change from paraffin lamps to electric lighting. The owner of the garage has a motor-coach which the men of the village often hire to take them to football and cricket matches in neighbouring towns.[7] The women sometimes hire the coach to take them for a day's outing[8] to the seaside in summer, or perhaps to a theatre in town when there is a play that they think interesting or amusing.

1 *rural:* of the country, not of a town.

2 *well-cared-for gardens:* gardens of which good care is taken.

3 *drainage:* pipes for carrying away water and other unwanted liquids.

4 *besides:* as well as, in addition to.

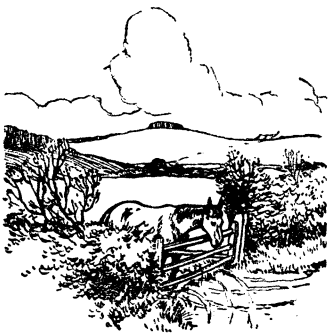
5 *blacksmith:* iron worker, especially one who repairs tools and makes horse-shoes.

6 *garage:* (here) building where motor-cars, etc., are repaired, where petrol, oil, tyres, etc., can be bought.

7 *neighbouring towns:* towns that are near.

8 *outing:* visit to a place not far away, made for pleasure.

DOBBIN



The old horse, Dobbin,
Out at grass,[1]
Turns his tail
To the winds that pass;

And stares at the white road
Winding down
Through the dwindling fields[2]
To the distant town.

He hears, in the distance,
A snip-snap trot,
He sees his master,
A small dark dot,

Riding away
On the smart new mare
That came last month
From Pulborough Fair.[3]

Dobbin remembers
As horses may
How often he trotted
That ringing way.[4]

His coat is ragged[5]
And blown awry,[6]
He droops his head[7]
And he knows not[8] why.

Something has happened.
Something has gone.
The World is changing.
His work is done.

[1] *out at grass:* in a field of grass, not working.
[2] *dwindling fields:* fields that seem to become smaller (in the distance).
[3] *Fair:* market for the buying and selling of horses, etc.
[4] *that ringing way:* that road on which his feet made ringing sounds (as he trotted along it).
[5] *ragged:* not smooth and shiny.
[6] *His coat . . . blown awry:* the hair is blown back from the way in which it usually lies.
[7] *droops his head:* allows his head to bend downwards.
[8] *knows not:* (in older English, and in poetry) does not know.

But his old heart aches
With a heavier load
As he stands and wonders
And stares at the road.

ALFRED NOYES

FOR STUDY

SOME COMPOUNDS

1. Adjective + Noun

A long-handled rake, a rake with a long handle.
A long-legged boy, a boy with long legs.
A white-haired man, a man with white hair.
A one-eyed beggar, a beggar with only one eye.
A blue-eyed girl, a girl with blue eyes.
A four-engined aircraft, an aircraft with four engines.

2. Adverb + Participle

A well-dressed woman, a woman who is dressed well.
A badly-dressed man, a man who is dressed badly.
A well-made suit, a suit that has been made well.

PLAY

1. Do you play tennis (football, cricket, golf)?
2. Do you play *the* organ (*the* piano, *the* violin)?

IT IS (WAS, ETC.) . . . THAT (WHO)

{ The women exchange news *in the shop*.
{ *It is in the shop that* the women exchange news.

{ *The men* meet in the public house.
{ *It is the men who* meet in the public house.

{ The men meet *in the public house*.
{ *It is in the public house that* the men meet.

{ The dance took place *on Saturday evening*.
{ *It was on Saturday evening that* the dance took place.

{ They like him *because his sermons are short*.
{ *It is because his sermons are short that* they like him.

HOUSEWORK, HOMEWORK

Miss Wade has a woman for three hours every morning to help with the housework.

Mary sometimes asks her father to help her with her homework.

CLOTH klɔθ CLOTHES klouðz CLOTHING 'klouðiŋ

Mrs Field bought three yards of cloth.

It takes about three and a third yards of cloth to make a man's suit.

Do you want cotton cloth or silk cloth?

There was a white cloth on the table.

Use these old cloths for cleaning the car.

How much do you spend on clothes?

We wear light cotton clothes in hot weather.

In very cold weather he wears woollen underclothing (underclothes).

Leeds is the centre of the ready-made clothing trade.

ORDER

The machine is out of order.

Everything is now in (good) order.

The tractor is now in good working order (i.e. ready to be used).

REPAIR

I must have these shoes repaired.

The mechanic from the garage can do simple radio repairs.

Can you repair these trousers?

This road is *under repair.*

OUGHT TO

Miss Wade is seventy-five. She ought not to drive a car now.

Oughtn't you to help your brother?

You didn't write to your mother last week. Oughtn't you to have done so?

He oughtn't to have spent all his money on clothes.

ADJECTIVE + *TO*-INFINITIVE

Many of the houses are *pleasant to look at.*

Some of them are *inconvenient to live in.*

Mrs Green's husband is *hard to please.*

This room is *difficult to heat.*

The river is *dangerous to bathe in.*

Will the examination be *hard to pass*?

READING-TEXT SEVENTEEN

BRITISH TRADE UNIONS

§ 1

The first trade unions were associations of wage-earners for the purpose of improving[1] the conditions of their working lives. The first British trade unions were formed more than a century and a half ago, and the conditions of the workers have improved greatly since then.

In order to provide a home, food and clothing for himself and his family, every worker needs a job at a reasonable wage.[2] He joins[3] a trade union because the trade union helps him. An important duty of the trade unions is to help their members when they are unable to work because of illness, or accidents at work, and when they become too old to continue working. In the early days of the trade union movement,[4] before the State provided health and unemployment insurance and old age pensions, this kind of help was much more important than it is today.

Every member of a trade union pays a small sum of money each week, called his subscription. This covers the cost of organizing[5] the union, and provides the fund[6] to help the members. From this fund members also receive help if they go on strike against their employers,[7] or are locked out[8] by them.

§ 2

In the Middle Ages,[9] and during Tudor[10] and Stuart[11] times, there were no trade unions. Most of the work was done either by hand or

1 *improve:* make better.

2 *a reasonable wage:* one that is enough to supply a person's needs.

3 *joins:* becomes a member of.

4 *movement:* (here) something done by people working together for a special purpose.

5 *organize:* put into working order.

6 *fund:* sum of money that is kept for use when needed.

7 *go on strike against their employers:* stop working (to get better conditions, etc.).

8 *locked out:* not allowed to continue working.

9 *the Middle Ages:* A.D. 1100-1500.

10 *Tudor times:* 1485-1603.

11 *Stuart times:* 1603-1714.

by simple machines driven by water power. Goods were produced in small workshops, often by members of a family working in their own home. The number of workers employed by one employer was small, and it was often possible for a skilled workman to become his own master.

Trade unions did not become necessary until the growth of modern industry in the eighteenth century created quite new conditions. This was the period of the Industrial Revolution, lasting into and through the nineteenth century. It was the period of the growth of large factories using new machinery. Industry was no longer combined with agriculture in the villages. Workers now lived in large towns and formed a new class of people who depended entirely[1] upon their wages. They could no longer go back to the land if there was no work for them in the factories.

§ 3

There had been laws to regulate[2] wages and conditions of labour[3] in the sixteenth century. There were also laws that made all associations of workmen, or 'combinations' as they were then called, illegal. During the eighteenth century, when conditions began to change so rapidly, wages and conditions of labour were fixed[4] by the employers.

The French Revolution caused the Government to be frightened of secret societies of workers. The war with France that broke out in 1793 and continued for so many years strengthened[5] these fears. New laws were passed making all combinations of workmen illegal.

§ 4

In spite of the Combination Acts new associations of workers were formed, even though their members could at any time be tried

1 *entirely:* completely.
2 *regulate:* control.
3 *labour:* work.
4 *fixed:* (here) decided.
5 *strengthen:* make stronger.

in the law courts and severely punished. Meetings were held in secret,[1] and the names of the members were kept secret. There were many strikes and lock-outs.

Some workers thought that the new machinery was the cause of their sufferings. In some counties,[2] especially in Nottinghamshire,[3] Yorkshire and Lancashire, workers called Luddites broke into[4] the factories and smashed up[5] the machinery. Many of these Luddites had lost their jobs because mechanical methods[6] needed fewer men. Others were earning less because they were paid by the new system of piece-work[7] instead of by the older system of time rates.

§ 5

Although the Combination Laws were repealed[8] in 1825, and a new Act made it legal for workers to combine for the purpose of regulating wages and hours of work, there was still an Act of 1797 which made secret oaths illegal. In 1834 some workers in the Dorset village of Tolpuddle formed a 'Friendly Society of Agricultural Workers'. Six of its members, now known as the Tolpuddle Martyrs,[9] were tried at Dorchester under this Act of 1797, found guilty,[10] and sentenced[11] to transportation overseas[12] for seven years. There was much sympathy throughout[13] the country for the six men, and in 1836 they were pardoned.

1 *in secret:* secretly.

2 *county:* largest division in Great Britain for the purpose of local government.

3 *shire:* (in compounds) county.

4 *break into:* enter after breaking (doors, windows, etc.).

5 *smash up:* break to pieces.

6 *mechanical methods:* ways (of making things) in which machines were used.

7 *piece-work:* work that is paid for according to the amount done, not the time taken to do it.

8 *repeal a law:* end it; say that it is no longer a law.

9 *martyr:* person who suffers for his beliefs.

10 *find a man guilty:* (law) decide that he has done something wrong.

11 *sentence a man:* (law) say what punishment he must receive.

12 *transportation overseas:* being sent to a distant country over the oceans and kept there as punishment. (Australia was used for this purpose until 1857.)

13 *throughout:* in all parts of.

§ 6

The history of the trade union movement since 1825, when the Combination Acts were repealed, is one of progress. This progress has been in two directions. Small local unions joined together to form large national unions, and unions that represented different kinds of workers in the same industry amalgamated.[1] The Miners' Association of Great Britain and Ireland, formed in 1841, is an example of the first. The Amalgamated Society of Engineers, formed in 1851, is an example of the second. This was formed by uniting a number of separate unions, those of blacksmiths, fitters,[2] machinists,[3] and others. This was an important mile-stone in the history of the trade unions because it set an example of control at the centre. The example was widely followed.[4] The Amalgamated Society of Carpenters[5] and Joiners[6] was formed in 1861. Other unions were the Iron Founders,[7] the Bricklayers,[8] and the Boot and Shoe Workers.

§ 7

When the Labour Party[9] started in 1906, Members of Parliament received no salaries. The larger trade unions supported Labour members in Parliament and also the Labour Party itself. Trade unions today are allowed to spend money for political purposes. No union, however, need have a political fund, and, if one is formed, members of the union need not pay anything into it. Every member of a union is free to join any political party he wishes, or no party at all. Members of trade unions may, if they wish, give their votes to the Conservative Party[9] at elections, or not vote for anyone.

1 *amalgamate:* join together; unite.

2 *fitter:* mechanic who fits (or puts) together metal parts (of machines, etc.).

3 *machinist:* worker who controls machinery.

4 *follow an example:* accept it and do the same thing.

5 *carpenter:* workman who makes the wooden parts of buildings, etc.

6 *joiner:* skilled workman who makes furniture, the wooden parts of buildings, etc.

7 *iron founder:* worker who makes things of iron that has been melted.

8 *bricklayer:* worker who builds with bricks.

9 *Labour (Conservative) Parties:* two largest political parties in Great Britain.

§ 8

One of the chief aims of the trade unions was to replace individual bargaining[1] by collective bargaining. Before unions became legal, wages and working conditions (such as hours of work) were decided by bargaining between the employer and the individual worker. After the unions became legal, wages and working conditions were decided between employers and unions. This meant that the employers had to face the possibility that all the workers in a trade or industry might strike if wages or conditions were not satisfactory.

If a strike took place, it was unlikely to succeed unless most of the workers belonged to[2] the union, and unless all members of the union joined in the strike. So when a strike took place at a factory, members of the union were chosen to stand near the factory gates. Their duty was to make workers who did not strike change their minds and join the strikers. This, if it is done by peaceful means, is now legal.

In British industry today there are many joint councils or committees that represent both the employers and the unions. These councils meet[3] regularly to discuss agreements that have been made, to see that the agreements work smoothly, and also to discuss new agreements that may be needed.

§ 9

Since the end of the Second World War British trade unions have become interested in improving the efficiency of industry. It used to be thought that if productivity increased[4] (that is, if more goods were produced by a given number of workers in a given time[5]), some of the workers might lose their jobs. This was what the Luddites had believed and was why they had smashed up the machines. In fact, however, the demand for goods is likely to increase if their cost and selling price can be kept low enough. American trade unionists

1 *bargaining:* discussion in order to reach agreement.
2 *belonged to:* (here) were members of.
3 *meet:* come together, hold meetings.
4 *increase:* make or become greater in size, number, quantity, etc.
5 *a given time (number):* a period of time (number) that is fixed or agreed to.

had always believed that increased productivity meant cheaper goods, and that cheaper goods would mean larger sales, higher production, and therefore more work for a larger number of workers. British trade unionists have visited the U.S.A. in recent years to study American methods.

§ 10

There is now close co-operation between the trade unions and the Government. The Trades Union Congress, started in 1868 as a kind of trade union parliament, meets every year to discuss a great variety of questions. It deals not only with wages and working conditions, but also with problems of housing,[1] education, industrial accidents and diseases,[2] pensions, and many other questions that are important to the whole population.

The trade unions no longer have to think only of wages and hours, and of fighting the employers. The unions have won legal recognition. Some industries have been nationalized, and others are partly controlled by the State. The National Health Service, the National Insurance Act, and the Family Allowances Act[3]—all those benefits that are parts of what we call the Welfare State—have made life better and easier for the workers.

§ 11

The leaders of the trade union movement still have much to do. They can show the members of the unions the importance of increased industrial productivity. They can show them how necessary and important it is to respect the agreements reached by collective bargaining. They can warn members of the danger of following unofficial leaders[4] who may ask them to break such agreements.

[1] *housing:* providing houses.

[2] *industrial diseases:* diseases caused by conditions of work, for example, by dust in coal mines.

[3] *Family Allowances Act:* Act that provides a weekly sum of money for each child after the first.

[4] *unofficial leaders:* men who are not officials of a trade union, but who try to act as leaders.

FOR STUDY

SOME VERBS, TRANSITIVE AND INTRANSITIVE

1. *Improve*

They wanted to improve the conditions of their working lives.
Conditions have improved greatly during recent years.
Do you want to improve your knowledge of English?
Has your knowledge of English improved during the last few months?

2. *Join*

Mr Sims has joined a trade union.
The men joined together to form a society.

3. *Grow*

Mr White grows flowers and vegetables in his garden.
Everything in the garden is growing well.

4. *Start*

Mr Lewis started his journey several weeks ago.
The train starts at nine o'clock.
What started the fire?
The fire started in one of the bedrooms.

5. *Increase*

How can we increase the demand for our goods?
The demand for our goods is increasing.

6. *Sell*

How can we sell more of our goods abroad?
These new cars are selling very well.

7. *Meet*

The employers will meet the leaders of the union tomorrow.
The employers and the leaders of the union will meet tomorrow.

SOME NOUNS, COUNTABLE AND UNCOUNTABLE

1. *Improvement*

(*a*) *Uncountable:*

I do not see much improvement in your work.
There has been very little improvement in the weather.
The trade unions worked for the improvement of working conditions.

(*b*) *Countable:*

I have noticed numerous improvements in the methods of manufacturing used here.
Your written work this week is an improvement on last week's work.

2. *Discussion*

(*a*) *Uncountable:*

Their marriage caused much discussion.
The question is still under discussion (i.e. being discussed).

(*b*) *Countable:*

The employers and the trade union officials have had several discussions on the question of a 40-hour week.

3. *Information* (*always uncountable*)

Please send me some information about holiday camps.
We have not much information yet about what is happening.
That's a useful piece (bit) of information.
That's a piece (bit) of useful information.

4. *Character*

(*a*) *Uncountable:*

In order to know a person's character, we must know how he thinks, feels and acts.
Is he a man of strong or weak character?
Proverbs tell us many things about the character of the people who use them.

(*b*) *Countable:*

Falstaff is an amusing character who comes into three of Shakespeare's plays.

Do you know the names of any of the characters in Dickens's novels?

5. *Difficulty*

(*a*) *Uncountable:*

He found the house without difficulty.

He did the work without much difficulty.

Have you any difficulty in understanding English people when they talk to you?

(*b*) *Countable:*

English spelling is full of difficulties.

What are your chief difficulties in learning English?

Mr Gray is in difficulties about money.

6. *Agreement*

(*a*) *Uncountable:*

Governments often find it difficult to reach agreement.

(*b*) *Countable:*

These agreements must not be broken.

We have signed an agreement with the employers.

MAKE, some patterns

1. *Make* × somebody or something × adjective:

The news made everybody happy.

Why don't you make yourself useful (i.e. help)?

The Act made secret societies illegal.

The Act made *it* illegal *for workers to combine.*

2. *Make* × somebody or something × infinitive (without *to*):

They made me work hard.

What made you laugh?

Can you make this old car start?

I can't make this fire burn.

1. *Produce* (*v.*) prə'dju:s

   Goods were produced in small workshops.

2. *Produce* (*n.*) 'prodju:s

   There will be a sale of garden produce in the village hall on Saturday morning.

3. *Product* (*n.*) 'prodʌkt

   By refining petroleum we get petrol and many other products.

4. *Production* prə'dʌkʃn

   Industry is the production of goods by mining and manufacture.

5. *Productivity* ˌprodʌk'tiviti

   Increased productivity means a higher production of goods by the same number of workers from the same number of machines in the same time.

6. *Photograph* (*n. and v.*) 'foutəgra:f

   I'm going to have my photograph taken.
   Doesn't she photograph well!

7. *Photographer* (*n.*) fə'togrəfə*

   He's a clever photographer.

8. *Photographic* (*adj.*) ˌfoutə'grafik

   Photographic apparatus is expensive.

9. *Democrat* (*n.*) 'deməkrat

10. *Democracy* (*n.*) di'mokrəsi

    The countries of western Europe are democracies.

11. *Democratic* (*adj.*) ˌdemə'kratik

    We have a democratic form of government.

READING-TEXT EIGHTEEN

MORE FROM THE NEWSPAPERS

§ 1

FOG AND FLOODS IN MANY PARTS OF THE COUNTRY

Further flooding occurred[1] yesterday in many parts of the country. Forty roads in seventeen counties south of a line from Liverpool to the Humber[2] were said to be under water.

An Automobile Association report[3] last night said that in parts of Derbyshire fog was reducing visibility[4] to between ten and fifty yards in places. Between Manchester and Sheffield visibility was down to ten yards. In Scotland fog was thick and there was ice on the roads in parts of Lanarkshire and Dumfriesshire.

In the Stour valley,[5] in Suffolk and Essex,[6] the river overflowed[7] along a twenty-mile length, and the floods were described as the worst in the district since 1947.

The Severn, at Worcester, had risen two feet during the night to a level ten feet above normal.[8] It was overflowing again at several points[9] in the city for the fifth time in two months.

More than £500,000[10] of damage is said to have been caused to many small farms and other properties in Pembroke during the night of November 29, when a wind of 130 m.p.h.[11] was recorded in the county.

§ 2

FINDING A PEN FRIEND[12]

A letter with a Dutch stamp on the envelope arrived at 43 Tudor Road, Exford, the home of Mr and Mrs Stuart, the other day. It was addressed to Rose Stuart, their 11-year-old daughter. When she opened it, she had a surprise.

When Rose was on holiday at Deal in August, she wrote her name and address on a piece of paper, added the request 'Please write to me', put the paper in a bottle and threw it into the sea.

On November 15, the bottle was picked up from the shore near a village in Holland, by a 14-year-old school-

1 *Further flooding occurred:* there were new or larger floods; more land was under water.

2 *the Humber:* the River Humber.

3 *report:* statement about something seen, heard, done, etc.

4 *reducing visibility:* making shorter the distance at which it was possible to see well.

5 *the Stour valley:* the valley of the River Stour.

6 *Suffolk and Essex:* names of counties.

7 *overflowed:* rose and flowed on to the fields, etc.

8 *above normal:* above the usual level.

9 *points:* (here) places.

10 *£500,000:* (read as) half a million pounds' worth (*or*) five hundred thousand pounds' worth.

11 *m.p.h.:* miles per hour.

12 *pen friend:* person (e.g. in a foreign country) with whom one exchanges letters, but whom one has not met.

boy. He opened it, found Rose's message,[1] and at once replied to it.

He told Rose in good English that his village had about 2,500 people. 'I am learning English, but I do not know many words yet', he wrote. 'I began my lessons about eighteen months ago and I am a pupil of the technical school. I want to be a motor mechanic.' He said he hoped Rose would write to him, and told her that he had many books, most of them about the sea. With the letter he sent some picture postcards with views of the local church and other places in the district.

Rose, a pupil of Exford County Grammar Girls' School, is delighted to have a pen friend in Holland. She is surprised and delighted to know that her bottle managed to swim the Channel, in spite of the stormy weather through which it must have passed with its message on its three-month voyage.

§ 3

WEST END[2] SHOP FIRE

Shoppers and 100 shop assistants[3] hurriedly left the Regent Street branch of Boots the Chemists[4] in London yesterday when a fire broke out in the basement.[5] Smoke filled the ground and first floors[6] of the five-storey[7] building.

The fire might have been very serious if several porters[8] had not fought[9] the flames with extinguishers[10]

and buckets of water, and if the London Fire Brigade[11] had not arrived two or three minutes after receiving the alarm.[12]

The shop assistants were told to take their customers[13] to safety. Those on the first floor could not use the main[14]

[1] *message:* request, piece of news, etc.
[2] *West End:* part of London where the largest shops and most of the theatres are.
[3] *shop assistants:* persons whose work is selling things in shops.
[4] *chemists:* (here) shop that sells medical goods, soap, tooth-brushes, etc.
[5] *basement:* part of a building partly or wholly below the level of the road or street.
[6] *ground floor:* floor level with the road or street; *first floor:* first floor above the ground floor.
[7] *five-storey:* having five floors.
[8] *porter:* man whose work is to carry goods, etc., by hand.
[9] *fought: p.p.* of fight.
[10] *extinguisher:* apparatus for putting out a fire.
[11] *Fire Brigade:* number of men organized and trained to extinguish fires.
[12] *alarm:* warning call.
[13] *customers:* people buying things in the shop.
[14] *main:* chief, largest.

staircase and went out by a back exit.[1]

Ten fire engines were sent to the fire and hundreds of shoppers watched from the street. The firemen were at first kept at a distance by the great heat of the flames rising from the basement, but within[2] about an hour they had the fire under control. The cause of the fire has not been discovered.

The basement and its contents[3] were badly damaged and the staircase was burned. Although there was still some smoke in the shop and water on the floor, the shop was opened again for business later in the day.

§ 4
'PAY-AFTER-YOU-GO' HOLIDAYS

It may in the future be possible to buy holidays on the instalment plan.[4] Experiments are to be made this year by Messrs[5] Thomas Cook & Son.

'We shall, within a week or two, be selling holidays—in co-operation with one of the large air lines—on this system,' said an official of the company yesterday. 'We have some doubt about the plan and hesitate to sell something that will disappear when the buyer has had it. But if the plan succeeds—and there are many reasons to believe that it will—it is possible that in the future people may be able to buy all holidays in this way.'

§ 5
DROUGHT[6] DANGERS IN SPAIN

MADRID, Jan. 2 (1955)

The New Year opens in Madrid and other parts of Spain with hydro-electric power[7] reserves[8] at a dangerously low level, according to an official statement. This is the result of the fall of water in the reservoirs.[9] If large quantities of rain do not fall soon, it is stated, the present restrictions will have to be extended.

There are 1,950 million cubic metres of water in the various reservoirs, which is 18 per cent of their capacity.[10] The recent decrease of water in the reservoirs has created what is described as an 'alarming situation'. During and since the summer there have been drought conditions because of a very low rainfall in the treeless uplands[11] of Castile. This has had serious results; the supply of hydro-electric power to Madrid and neighbouring districts has had to be restricted.

HEAVY RAIN IN MADRID

MADRID, Jan. 4 (1955)

Heavy rain throughout Spain and

1 *back exit:* way out at the back of the building.
2 *within* (an hour): in less than (an hour).
3 *contents:* the goods (in the basement).
4 *instalment plan:* plan by which something is paid for by sums of money (called *instalments*) paid over a period of time (e.g. weekly or monthly for one year). Cf. *hire-purchase*, §8, Reading-Text Twelve.
5 *Messrs:* (pron. 'mesəz) used before names of business firms, as French *messieurs*.
6 *drought:* long period of dry weather.
7 *hydro-electric power:* electric power produced by using water.
8 *reserves:* supplies (of water) for use in the future.
9 *reservoir:* place where a large quantity of water is stored.
10 *their capacity:* what the reservoirs hold when they are full.
11 *uplands:* areas of land high above sea-level.

snow in some parts during the last 48 hours have brought relief to[1] agricultural districts which since last summer have suffered from drought.

It is hoped that the rain and snow will continue to fall in the quantities needed to fill the reservoirs.

§ 6

'GHOST' WAS GRAVE-DIGGER

People living at Pennycross, Plymouth, who saw a dark figure[2] moving through the neighbouring cemetery[3] at night and swinging a lantern[4] have asked the City Council to put a wall round the burial ground. They said there were ghosts there.

Officials who made inquiries found that the 'ghost' was a part-time[5] grave-digger who was doing night work. But the Housing Committee will ask the City Council to plant quick-growing trees round the cemetery, so that women and children in the neighbourhood may not be frightened again.

The vicar of Pennycross said that an official of the City Council had been asked months ago that grave-digging should be done by day. 'Graves have been dug by night at this cemetery for many years,' said the vicar. 'It is difficult to get a man to do the work at any other time.'

§ 7

NEWS IN BRIEF[6]

Every child in Bedfordshire schools will be given an illustrated copy of the Bible on reaching[7] the age of 11, the County Education Committee have decided.

Canadian officials report that the supply of nickel[8] is now sufficient[9] to resume[10] the minting[11] of Canadian five cent pieces from nickel instead of from steel, which has been used for many years.

The bus-drivers at Exford who have been on strike since Monday last week resumed work yesterday.

Because of a shortage of[12] grave-diggers, the Rev. D. R. Jenkins, Vicar of Heeley, Sheffield, dug two graves in his churchyard.

Richard Baker, B.B.C. announcer,[13] and four members of an orchestra, had to wait for 40 minutes in a lift[14] which stopped between floors in a building in Farringdon Street yesterday.

[1] *brought relief to:* lessened the difficulties of.
[2] *figure:* (here) human shape.
[3] *cemetery:* burial ground that is not a churchyard.
[4] *lantern:* lamp, usually of metal and glass, that can be carried and used outdoors.
[5] *part-time:* working only part of the week or for only a few hours each day or night; opposite of 'full-time'.
[6] *in brief:* in a few words.
[7] *on reaching:* when he or she reaches.
[8] *nickel:* silver-white metal; (in U.S.A. and Canada) coin worth five cents.
[9] *sufficient:* large enough.
[10] *resume:* start again after stopping for a time.
[11] *mint:* (*v.*) make (coins) from metal; (*n.*) place where coins are made.
[12] *Because of a shortage of:* because there were not enough.
[13] *announcer:* person who announces radio talks, gives the names of the speakers, singers, etc.
[14] *lift:* apparatus that takes people up and down to other floors in a building with many storeys.

FOR STUDY

SOME HYPHENED COMPOUNDS

A three-hour walk, a three hours' walk.
A five-mile walk, a walk of five miles.
A twenty-minute conversation, a conversation that lasts twenty minutes.
A five-storey building, a building with five storeys.
A third-floor room, a room on the third floor.
His 11-year-old daughter, his daughter who is eleven years old.
Quick-growing trees, trees that grow quickly.
Pay-as-you-earn (P.A.Y.E.), (British) method of collecting income tax, which is kept back by employers from wages and salaries.

HURRY (*v.* and *n.*)

You will have to hurry if you want to catch that train.
We have plenty of time, so there's no need to hurry.
The children hurried off to school.
Mrs Smith hurried the children off to school.
Why are you in such a hurry?
After a hurried breakfast, he ran to the bus stop.
The customers left the shop in a hurry.
The customers hurriedly left the shop.

CONTROL (Prepositions and Verbs)

The flood waters are *out of control* (are no longer *under control*).
Are the schools *under the control of* the Local Education Committee or the Ministry of Education in London?
The driver *lost control of* the bus, and it went into the river.
The horse was frightened, but the rider soon *got control over it* (*got it under control*).

NEIGHBOUR

Spain and Portugal are neighbours.
Italy and France are neighbouring countries.
There was a shortage of water in Suffolk and the neighbouring counties.
The people of the village and the farmers in the neighbourhood have asked the County Council to give them a better water supply.

THE SUFFIX *-EN* (or *-N*)

1. Added to adjectives:

   light, lighten; sharp, sharpen; short, shorten; wide, widen; less, lessen.

   The load is too heavy; we must lighten it (make it lighter).

   This knife does not cut well; I must sharpen it (make it sharper).

   The legs of these trousers are too long; will you shorten them, please?

   They are going to widen this road.

2. Added to nouns:

   length, lengthen; strength, strengthen; height, heighten.

   Mary is growing fast. You'll have to lengthen her skirt (make it longer).

   This bridge should be strengthened (made stronger) before heavy traffic is allowed to use it.

   Don't do or say anything that might heighten (increase) his anger.

STRESS AND PRONUNCIATION

Verb		*Noun*	
amalgamate	əˈmalgəmeit	amalgamation	əˌmalgəˈmeiʃn
associate	əˈsouʃieit	association	əˌsousiˈeiʃn
combine	kəmˈbain	combination	ˌkombiˈneiʃn
co-operate	kouˈopəreit	co-operation	kouˌopəˈreiʃn
hesitate	ˈheziteit	hesitation	ˌheziˈteiʃn
illustrate	ˈiləstreit	illustration	ˌiləˈstreiʃn
organize	ˈoːgənaiz	organization	ˌoːgənaiˈzeiʃn
recognize	ˈrekəgnaiz	recognition	ˌrekəgˈniʃn

Noun		*Adjective*	
orchestra	ˈoːkistrə	orchestral	oːˈkestrəl

Adjective		*Noun*	
visible	ˈvizibl	visibility	ˌviziˈbiliti

READING-TEXT NINETEEN

CONVERSATIONS IN THE WELLS FAMILY

(Mr Wells is a business man, age 50. His wife is 47. Their son Jack is 22. Anne, the girl he is going to marry, is 20. Jack and Anne had a long conversation in Reading-Text Fourteen.)

§ 1

MRS WELLS : You look worried this evening, dear. What's the trouble?

MR WELLS : I'm going through[1] the telephone account.[2] It's over £10 this quarter.[3] Last quarter it was under £7.

MRS WELLS : I don't think we've used the telephone more than usual, have we? How's the account made up?[4]

MR WELLS : There's the usual charge for rent,[5] of course. Then there are the local calls, about the same as usual. But long-distance calls and telegrams are very high. Who made all these expensive calls to Hastings? I don't remember making them. Do we know anyone in Hastings?

MRS WELLS : Oh, they must be Jack's calls. Anne was staying in Hastings with her uncle in October. Jack rang her up[6] nearly every evening.

MR WELLS : Oh, did he? Well, he can pay for the calls, then.

MRS WELLS : How much do they amount to,[7] dear? Jack's only earning £50 a month.

MR WELLS : The total's about 35s. What long talks they must have had!

1 *go through:* examine.

2 *telephone account:* written statement of money to be paid for the use of the telephone.

3 *quarter:* period of three months, especially one for which payments such as those for rent and telephone service are made.

4 *How is it made up?:* What are the separate items in it?

5 *rent:* (here) charge for the use of the instrument.

6 *rang her up:* telephoned to her.

7 *amount to:* add up to.

MRS WELLS : Yes, but do remember that when two young people are in love, they like to talk. I'll pay for Jack's calls to Anne.

MR WELLS : Very generous of you, dear! I suppose you'll pay me out of the housekeeping money[1] I give you.

MRS WELLS : No, dear, you needn't be afraid of having to go without your eggs and bacon for breakfast. Father sent me a cheque for Christmas, you remember. I haven't spent it all yet.

MR WELLS : I wasn't serious, dear. Use your father's money for yourself. I'm sure there are lots of things you'd like.

§ 2

MRS WELLS : Are those *all* bills?

MR WELLS : Yes, they are. Here's a Demand Note[2] from the Collector of Taxes. He wants nearly £50. What greedy people these tax collectors are!

MRS WELLS : And how cruel of them to demand payment a week after Christmas,[3] when people have been spending so much money on presents!

MR WELLS : Here's a bill from my tailor. I see I owe him £25. And another from the Electricity Board.[4] They want nearly £6. I don't know how I shall pay all my debts.[5] The electricity account's high compared with the quarter before.

MRS WELLS : That's easily explained. We always use more current in the last quarter of the year. It gets dark early and we need the lights on by tea-time. And we've been using the electric fires in the bedrooms.

MR WELLS : Well, I'll have to write out cheques for everybody except my tailor. He'll have to wait till next month.

[1] *housekeeping money:* money (to be) used for buying food and other things needed in the home.

[2] *Demand Note:* note that asks for payment to be made.

[3] Some kinds of income tax in Great Britain are paid in two instalments, the first on 1 January and the other on 1 July.

[4] *Electricity Board:* name of the Authority that supplies electricity.

[5] *debts:* payments which must be, but have not yet been, made.

§ 3

JACK : Good morning, Mother! Did you sleep well?

MRS WELLS : Very well, thank you. Would you like a glass of orange juice[1] to start your breakfast with?

JACK : That'll be very nice. Are the oranges sweet? I had a very sour one at Anne's yesterday evening.

MRS WELLS : These are very sweet. I asked the grocer to send me really ripe[2] ones. They're Spanish.

JACK : Is Father not down[3] yet?

MRS WELLS : He'll be down soon. He's got a sore throat.

JACK : Oh, I'm sorry. The coffee smells good. I think breakfast is the meal I enjoy most. Fruit juice, eggs and bacon, hot toast and coffee. I don't know how people in Europe can be satisfied with a cup of coffee and a roll.

MRS WELLS : We *do* eat big breakfasts compared with people in France, don't we? But I soon got used to light breakfasts when I was studying in Paris.

JACK : You've never told me about that. When were you studying in Paris?

MRS WELLS : A long time before you were born. It was before I met your father. I was studying art.

JACK: Good morning, Father. I'm sorry to hear you've got a sore throat.

MR WELLS : Oh, it's nothing very serious. I've caught a cold and my throat hurts a little. I think I'd better stay indoors, though. It's still freezing, I see. The roads will be slippery. Be careful on the way to the station. Frozen snow is dangerous.

JACK : Can I get you anything at the chemist's?

MR WELLS : No, thank you, Jack. I expect your mother's got something. She's almost as good as a doctor.

§ 4

MRS WELLS : Will you take these books back to the Library during your lunch hour, Jack? And here's a list of books I want to read. Ask the girl for two books from the list.

1 *orange juice:* liquid pressed out from oranges.

2 *ripe:* (of fruit) ready to be gathered and eaten; sweet.

3 *down:* downstairs.

JACK : Certainly, Mother. You've got about twenty titles[1] here. What kind of books would you like?

MRS WELLS : A travel book, I think, and a novel. Get me a good crime story.

MR WELLS : You know, Jack, I can never understand why kind-hearted women like your mother enjoy reading about murders. I enjoy a novel with a really good mystery in it, but not crime.

MRS WELLS : I like good literature as much as you do, but I enjoy crime stories, too. There are lots of great men who admit they like them. There are times when I don't feel like reading Proust and Virginia Woolf and the rest of the serious novelists.

§ 5

JACK : I shan't be back until fairly late this evening, Mother. I shan't want supper.

MR WELLS : Spending the evening with Anne, I'm sure. What are you taking her to this time? A concert?

JACK : We're going to the theatre. I've got tickets for *A Midsummer-Night's Dream.*

MRS WELLS : You'll both enjoy that, I'm sure. I saw an open-air performance last summer in Regent's Park.

JACK : Well, it's time I left. Is there anything else I can do for you in town, Mother?

MRS WELLS : No, I don't think so, Jack, thank you. I shall probably go out and do some shopping. The January sales, you know.

JACK : I hope you find some good bargains.[2] I'll be back before midnight.[3]

§ 6

MRS WELLS : Shall I phone and tell your secretary you're not coming today?

MR WELLS : Yes, please, dear. Tell her I've got a cold and a

[1] *title:* name of a book (or of a poem, picture, etc.).

[2] *bargain (n.):* something offered, bought, or sold, at a price below the usual cost or real value.

[3] *midnight:* 12.00 at night. (Cf. noon, 12.00 in the middle of the day.)

sore throat, but hope to be back in a day or two. You'd better say I'm staying in bed.

MRS WELLS : But you're not in bed! Do you want me to tell a lie?

MR WELLS : Oh, it's only a very little one, dear. I'm not making a false[1] excuse. My throat really is sore. It's quite painful.

MRS WELLS : Then put that cigarette out. It's very foolish of you to smoke when you've got a sore throat.

MR WELLS : Very well, dear. You're quite right.

MRS WELLS : You don't always obey me so quickly.

MR WELLS : Don't I? I think I'm a very obedient husband.

MRS WELLS : Look, here's a jug of boiling water. Do as I tell you now. I've put something in the water that'll do you a lot of good. Wrap this towel round your head and put your nose over the jug. That's right. Breathe in, deeply. It'll do you a lot of good.

MR WELLS : It smells nice.

MRS WELLS : Now, another deep breath. Fill your lungs. Now breathe out. Slowly! Now breathe in again. Go on doing that for five minutes while I go and make that phone call to the office.

§ 7

MRS WELLS : You're feeling better now, I'm sure.

MR WELLS : Yes, much better, dear. You said you were going to the sales, didn't you? When are you going?

MRS WELLS : This afternoon. But I must go out this morning, too. We've hardly any bread in the house. I must go to the baker's for a loaf, and to the butcher's. Or would you rather have fish for lunch?

MR WELLS : I think I'd like some beef.

MRS WELLS : I'll get some beef, then. I had to complain to the butcher last week about the meat he sent.

MR WELLS : Yes, that mutton last week-end was very tough,[2]

[1] *false:* untrue.

[2] *tough:* (of meat) hard to cut and get one's teeth into.

wasn't it? Tell him you want some tender[1] meat this time, for someone who's not well.

MRS WELLS : The butcher was very sorry about it. He put the blame on somebody else, of course.

MR WELLS : Oh, who did he blame? The farmer who raised the sheep?

MRS WELLS : He said the Government was to blame. I don't understand how tough meat could be the Government's fault.

MR WELLS : Oh, the tradesmen[2] are like the newspapers. They blame the Government for everything that goes wrong.

§ 8

MR WELLS : Has Jack told you when he and Anne are going to marry?

MRS WELLS : It'll be another year or more, he says. He expects to have a rise in salary next year, you know.

MR WELLS : Anne's a good girl, always bright and cheerful. She's got brains.[3] She and Jack are both interested in serious things. And I like her manners.

MRS WELLS : Jack wouldn't go about with a girl whose manners were bad! Anne's good-looking, too.

MR WELLS : Yes, she'll be a daughter-in-law[4] we can be proud of.

MRS WELLS : They'll be brave if they marry next year. Even if Jack gets more money, they'll have a struggle[5] to make ends meet[6] at first.

MR WELLS : We had a struggle when we married, didn't we? But we didn't mind a few hardships. Jack and Anne both have courage. Anne's not like some of the girls I know—selfish girls who think of nothing but pleasure and enjoyment.

[1] *tender:* (of meat) easy to cut and get one's teeth into.
[2] *tradesmen:* shopkeepers.
[3] *have brains:* be very intelligent.
[4] *daughter-in-law:* son's wife.
[5] *they'll have a struggle:* it will be hard for them.
[6] *make ends meet:* live within their income; spend no more than they earn.

FOR STUDY

SMELL

Smell these flowers! Aren't they sweet!

She smelt the fish to find out whether it was fresh.

Can you smell something burning?

Don't the roses smell sweet!

The coffee smells good.

TASTE

Taste this cake! Mother's put salt in it instead of sugar.

She tasted the soup to find out whether she had put enough salt in it.

This milk tastes sour.

What does this soup taste of?

FEEL

The doctor felt my arm to see whether the bone was broken.

Feel these clothes. They're wet.

Does your throat still feel sore?

He feels much better today.

This material feels like silk.

I don't feel like going to the office this morning (don't wish to go there); I feel like staying in bed.

REMEMBER

I can't remember (I forget) the French word for *knee.*

He's not very good at remembering the names of his students.

Please remember (that) young people in love like to meet each other every day.

Do you remember where you put those tickets for the concert?

Can you remember how to do it (how you did it)?

Do you remember making any telephone calls to Hastings?

Please remember to post these letters on your way to the station.

Did you remember to post my letters?

I remember your asking me to post them, but I don't remember posting them. No, here they are! Still in my pocket!

Did you remember to change my books at the Library?

Yes, I remembered to do that. Here are your books.

OWE

How much do I owe you?

That man owes me £5.

He owes money to several men in the office.

DEBT

How can I pay my debts?

Smith is heavily *in debt.* He's *in debt to* all the tradesmen in the neighbourhood.

I've paid all the bills and accounts. We're *out of debt* now.

BE (GET) USED TO

When Mrs Wells went to live in Paris, she soon got used to having coffee and a roll for breakfast.

If you bring your car to England, you'll have to get used to driving on the left side of the road.

I'm not used to being spoken to in that impolite way.

Mrs Green is from the country. She's not used to the noise and busy traffic of London.

HARDLY

There's hardly any (very little) bread in the house.

We had hardly any rain last month.

We hardly ever go to the theatre—perhaps twice a year.

Harry works hard (is a hard worker), but Tom hardly works at all (does hardly any work).

GO (WRONG, BAD, ETC.)

When things *go wrong* they always blame me and expect me to *put* them *right.*

Fruit soon *goes bad* in hot weather.

Put the milk in the refrigerator, or it'll *go* (turn) *sour.*

IT IS TIME—PAST TENSE

It's time baby *went* to bed (time for baby to go to bed now).

It's time you *started* (time for you to start now).

Isn't it time you *began* to do some serious work? (Oughtn't you to start working seriously?)

READING-TEXT TWENTY

YOUR VISIT TO ENGLAND

§ 1

One of these days you may find it possible to visit England. From the moment you go on board the ship that is to take you to an English port, or the airliner that is to fly you to London, you will see signs and notices that will give you useful information and warnings.

Here are some examples and explanations that will help you.

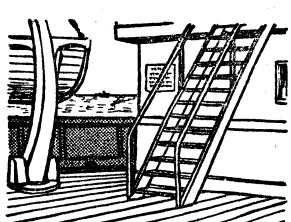
§ 2

If you come by air, you will see, when you take your seat in the plane, a notice that says: NO SMOKING; FASTEN SEAT-BELTS. Smoking is forbidden[1] while the plane is on the ground, while it is taking off,[2] and until it has risen to a good height. Fastened to the sides of your seat are two leather belts or straps. The ends of these must be fastened together so that the belt is across your lap.

When the plane is well up in the air, the light behind this notice is switched off. You are then allowed to smoke and may unfasten your seat-belt. The notice will appear again when the plane is about to touch down.[3]

§ 3

If you come by steamer, you will see numerous notices. There will perhaps be arrows (→) to show you which parts of the ship are for first-class passengers and which parts are for tourist-class passengers. Large rooms in a ship are called *saloons*, so when you see DINING-SALOON you know where to go when it is time for lunch.



[1] *forbidden:* not allowed.
[2] *take off:* go up into the air, start a flight.
[3] *touch down:* come down to the ground, land.

You may see a notice TO THE BOAT DECK. This is the deck where you will find the boats that can be lowered to the water if there is any danger of the ship sinking. On the boat deck you may see some steps going up to the bridge, where the ship's officers are on duty. Here there will probably be a notice: PASSENGERS NOT ALLOWED ON THE BRIDGE.

§ 4

When your steamer gets into harbour at Dover, or Harwich, or Southampton, or any of the other ports to which steamers sail, you will see more notices.

When you land, you will see a notice: TO THE CUSTOMS. When you enter the Customs shed the officer there will give you a printed notice. This will warn you that you must declare[1] to the Customs officer the quantities of tobacco, cigars, cigarettes and alcoholic drinks that you have with you. Unless you are dishonest, the Customs officer will not keep you long. He will chalk your suitcases and bags, and you will pass on. There will be a notice telling you where your passport will be examined. Then you can follow the arrow that says, TO THE TRAINS, and you will soon be in the railway station where the train is waiting to take you to London.

§ 5

There are many notices in a large railway station. You may see ENTRANCE and EXIT, or perhaps WAY IN and WAY OUT. In a large station there will be a WAITING ROOM where you may rest until it is time to board your train. If you want something to eat or drink while you are waiting, you will go to the REFRESHMENT ROOM.

If you do not know the number of the platform from which your train will leave, look for the notices of ARRIVALS AND DEPARTURES.[2] These will tell you the number of the platform. In some stations it may be necessary to cross the line. You will probably see a notice, CROSS THE LINE BY THE BRIDGE. Perhaps you will see PLATFORMS 5, 6, 7 AND 8 OVER THE BRIDGE.

[1] *declare:* make a statement of.

[2] *arrivals and departures:* times when trains arrive (come in) and depart (go out).

§ 6

On arrival[1] in a large town you may want to leave your heavy luggage in the station until you have found a hotel or other place to stay in. In this case you will look for the CLOAK-ROOM or LEFT[2] LUGGAGE OFFICE. This may have two parts, one with a counter[3] under the notice DEPOSITS, and the other with a counter under the notice WITHDRAWALS. The first counter is that where things are left and the second counter is that from which luggage is claimed and taken away.

You will also see the notice, BOOKING OFFICE. This is where you buy your tickets. In a large station there will be windows marked FIRST CLASS and THIRD CLASS. The windows may be marked with letters, for example A—K, L—R, and S—Z. If you want a ticket to Edinburgh, you will go to the window under A—K, if to Manchester, the window under L—R.

If you go to a theatre, however, you will buy your tickets not at the Booking Office but at the BOX OFFICE.

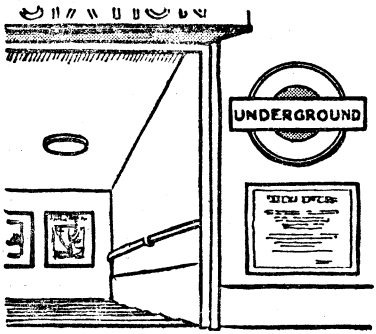
§ 7

London is so large that visitors must learn to use buses and the Underground to get about. Taxis are far too expensive for any but the very rich. You can get a map of the Underground railways and the bus routes at any ticket office.

LONDON TRANSPORT, which you will see on the sides of the buses, is the name of the largest system of passenger transport in the world. It covers an area of about 2,000 square miles, about 25 miles in all directions from Charing Cross, the centre[4] of London. Passengers are carried by underground trains, surface trains, buses, and motor-coaches.

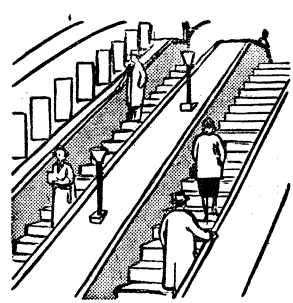
1 *on arrival:* when you arrive.
2 *left:* (here) *p.p.* of leave.
3 *counter:* long table across which goods are passed.
4 *centre:* middle point.

The word UNDERGROUND, across a large circle, shows you where the stations are. Tickets can be bought at the booking offices, but for short journeys that cost a few pence, tickets can be obtained from automatic machines. Coins—pennies, a sixpence, or a shilling—are put into a slot.[1] The machine will even give you change from a sixpence or a shilling. If, for example, you want a fourpenny ticket, you can put a sixpence or a shilling into the slot and get your ticket, with either two pennies, or a sixpence and two pennies change.



§ 8

At most Underground stations in the busy parts of London there are moving staircases, or escalators, to take you down to the platforms. At some stations there are lifts, and you will see the notice TO THE LIFTS. Here you will see the notice STAND CLEAR OF THE GATES. This warns you not to stand near the gates as they are opened or closed.



The system of Underground railways is a complicated one, and you may have to change trains. At stations where this is necessary, you will see, if you are going to one of the main line stations from which long-distance trains run, a notice telling you to FOLLOW THE GREEN (or RED) LIGHT TO WATERLOO (or EUSTON or CHARING CROSS or VICTORIA). If you follow the green (or red) lights in the subway, you will reach the right platform without difficulty.

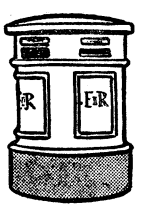
[1] *slot:* narrow opening through which something is to be put.

§ 9

Bus stops are marked clearly. In the suburbs buses do not stop at all of these unless there are passengers who wish to get on or off. These stops are marked REQUEST STOPS. If you wish to board a bus at one of these, stand at the bus stop so that the driver will see you and stop.

Inside some buses you will see the notice: PLEASE STATE YOUR DESTINATION AND HAVE THE EXACT FARE READY. It is easy enough to tell the conductor where you want to go to, but not always possible to have the exact fare ready. During the 'rush hours'—two hours in the morning and two hours in the late afternoon, when crowds of people are going to and from their work—the conductor has a busy time. He will not mind giving you change from a shilling or a half-crown, perhaps, but will be annoyed if you offer him a ten-shilling or a one-pound note.

§ 10

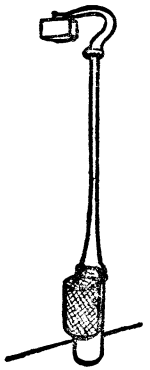


At the post office, either on the outside wall or inside the building, you will see openings into which you drop your letters. You will also see red pillar-boxes for the same purpose. In London the openings are often marked LONDON AND ABROAD and COUNTRY. *Country* here means all places in Great Britain except London; it includes large towns such as Glasgow and Manchester.

Inside a large post office you will see, over the long counters, notices telling you what kind of business is done below them: POSTAGE STAMPS, PARCELS, TELEGRAMS, PENSIONS, INSURANCE STAMPS, WIRELESS LICENCES.[1] The post office does a wide variety of business. You must have a licence for your wireless set and for your car. You can pay for this at the post office. Old Age Pensions and Family Allowances, and various sorts of National Insurance benefits are paid out there. The post office is a busy place, and it would be convenient if we could buy stamps at the tobacconist's or in the newsagent's[2] shop, as we can in some European countries. This is not possible in England.

[1] *licence:* written or printed statement from someone in authority, allowing one to do something.

[2] *newsagent:* shopkeeper who sells newspapers and magazines.



§ 11

In the public parks, and fastened to lamp-posts in the streets, you will see wire baskets. These are marked FOR LITTER. The authorities spend a lot of money on keeping the streets and parks clean. It helps them, and improves the appearance of our streets, parks and open spaces,[1] if people drop their old newspapers, their empty cigarette packets, and other unwanted articles, into these baskets. Londoners are not as tidy as they should be, however. Many of them pay little attention to the notice that is seen above the box on the platform of all buses: USED TICKETS.

A CONVERSATION

ADVICE FOR HIS SON

(*Mr Lind and his son Harry are sitting at a table in a public house. Mr Lind has already had several glasses of beer.*)

MR LIND : Never drink too much, my boy. When you've had enough, go home at once.

HARRY : But, Dad, how can I know when I've had 'enough'?

MR LIND : Well, Harry, I'll tell you. You see those two men standing at the bar? If you begin to see *four* men, you can be sure you've drunk too much.

[1] *open spaces:* land, especially in or near a town, that is not built on, and where people may go for pleasure.

THREE LIMERICKS

There was a young man of Calcutta
Who spoke with a terrible stutter.
He said, 'If you please,
Will you pass me the cheese
And the b-b-b-b-b-b-butter.'

There was a young lady of Niger
Who smiled as she rode on a tiger.
They returned from the ride
With the lady inside,
And a smile on the face of the tiger.

There was an old man of Khartoum
Who kept two black sheep in his room.
'They remind me,' he said,
'Of two friends who are dead,'
But he never would tell us of whom.

FOR STUDY

ON WHAT DAY?

If today is Wednesday, you may refer to the other days of the week in these ways:

Sunday ..	Three days ago; on Sunday; last Sunday
Monday ..	The day before yesterday; two days ago
Tuesday ..	Yesterday
Thursday ..	Tomorrow
Friday ..	The day after tomorrow
Saturday ..	In three days' time; on Saturday

If today is Wednesday, 15 June, you may refer to other days, past and future, in these ways:

JUNE						
SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	**15**	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Past Time

11 June .. On Saturday; last Saturday
8 June .. A week ago (today)
7 June .. A week ago yesterday; on Tuesday last week
4 June .. A week ago last Saturday
1 June .. A fortnight (Two weeks) ago
31 May .. Two weeks (a fortnight) ago yesterday

Future Time

18 June .. On Saturday
21 June .. On Tuesday; next Tuesday
22 June .. A week today; in a week's time
23 June .. A week tomorrow; on Thursday next week
25 June .. A week on Saturday; Saturday week
29 June .. A fortnight today; in a fortnight's (two weeks') time
30 June .. A fortnight (two weeks) tomorrow

ENGLISH MONEY (till 14 February 1971)

(For the new decimal currency see page 239.)

12 pence=one shilling 20 shillings=one pound

1. Coins and Notes

Copper coins: a penny (1d.); a halfpenny (½d.) ə 'heipni.

Other coins: a threepenny bit (3d.) ə 'θrepni 'bit; a sixpence (6d.) ə 'sikspəns; a shilling (1s., 1/-) ə 'ʃiliŋ; a two-shilling piece (or) a florin (2s., 2/-) ə 'florin; a half-crown (2s. 6d., 2/6) ə 'ha:f'kraun.

Notes: a ten-shilling note (10s., 10/-); a one-pound note, a pound note (20s., 20/-, £1); a five-pound note (£5).

2. Sums

1½d.: three halfpence 'θri:'heipəns
2d.: twopence 'tʌpəns
2½d.: twopence halfpenny 'tʌpəns 'heipni
3d.: threepence 'θrepəns, 'θripəns
5d.: fivepence 'faifpəns

2s. 6d.: two and six(pence); half a crown
10s. 9d.: ten and nine(pence)
£3 10s. 0d.: three pound ten (shillings)
£5: five pounds
£7 11s. 4d.: seven pound eleven (shillings) and four(pence)

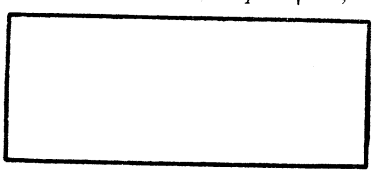
SOME WORDS USED IN ARITHMETIC

add	ad	7+8=15	addition	ə'diʃn
subtract	səb'trakt	21−7=14	subtraction	səb'trakʃn
multiply	'mʌltiplai	9×9=81	multiplication	ˌmʌltipli'keiʃn
divide	di'vaid	45÷3=15	division	di'viʒn

+, −, ×, and ÷ are arithmetical symbols.

arithmetic ə'riθmətik — arithmetical ˌariθ'metikl

+ is *plus* plʌs; − is *minus* 'mainəs.

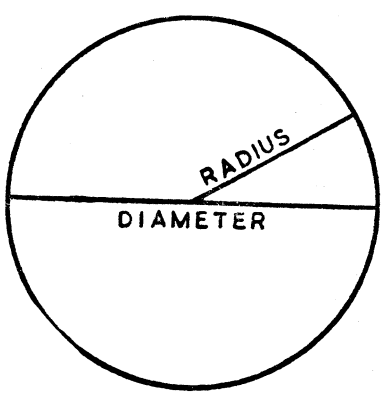


This oblong measures 2 cm. by 5 cm. Its area is 10 sq. cm.

A square with sides that measure 10 cm. has an area of 100 sq. cm. The square of 7 (7^2) is 49. The square of 9 is 81.

A table four foot square (a table with sides that are four feet) has an area of sixteen square feet.

This circle has a diameter of two inches. Its radius is one inch. To find the area of a circle we multiply the square of the radius by π (the Greek letter *p*, pronounced pai). $A=\pi r^2$.



The area of this circle is π×1×1 square inches, or 3·14159 square inches.

COMPOSITION EXERCISES

EXERCISE 1

Rewrite these sentences with the verb *belong*. Example:

This is my book. This book belongs to me.

1. Are these your books?
2. Is that Tom's bicycle?
3. That old umbrella isn't yours, is it?
4. These tennis balls are not yours, are they?
5. Are these Mary's shoes?

EXERCISE 2

Rewrite each of these sentences twice using *my—mine, her—hers*, etc. Example:

This book belongs to *me*.

This is *my* book. This book is *mine*.

1. Does that book belong to you?
2. These books belong to us.
3. This umbrella doesn't belong to me.
4. Do these things belong to him or to her?
5. Who does this dog belong to?

EXERCISE 3

Rewrite these sentences with *going to* and an infinitive. Omit the adverb *just*. Example:

John has just repaired the puncture.

John is going to repair the puncture.

1. Mary has just asked John to wash up all the dishes.
2. Jack has just told Mr Walton about the new television set.
3. The cat has just eaten all the sardines.
4. John has just thrown the pan at the cat.
5. I have just asked your sister to marry me.
6. Mary has just bought a new hat.
7. We have just told the children to go to bed.
8. I have just written a letter to my grandfather.
9. The children have just seen a television programme.
10. Mary has just sewn a button on my coat.

EXERCISE 4

Rewrite these sentences so that the noun in italic type is followed by an adjective phrase, as in the examples. The definite article (*the*) is to be used with the noun. Examples:

{ There is a *cat* under the table. It has a long tail.
{ The cat under the table has a long tail.

{ That *girl* has beautiful blue eyes. She is my sister.
{ The girl with beautiful blue eyes is my sister.

1. There is a *map* on the wall. It is a map of Europe.
2. There are some *apples* on that tree. They are still green.
3. That *man* has a long nose. He is our English teacher.
4. There is a *shop* opposite the school. It has all the new books.
5. There is a *girl* between Anne and Mary. She is a Greek girl.
6. That *woman* has her feet on a chair. She is Mrs Robinson.
7. There are some *books* on the floor. They are not mine.
8. The *motor-car* has only three wheels. It is no use.
9. There is a *photograph* on his desk. It is a photograph of his wife.
10. That *boy* has only one leg. He was knocked down by a bus.

EXERCISE 5

Rewrite these sentences using the Present Perfect Tense and the adverb *just*. Example:

Mary is going to make some soup.
Mary has just made some soup.

1. John is going to empty the sardines out on to a plate.
2. The milk is going to boil over!
3. John is going to have dinner at a restaurant.
4. The boys are going to have an arithmetic lesson.
5. I'm going to pump the tyres up.

EXERCISE 6

Look at these two sentences:

Will you allow me to use your pen, please?
May I use your pen, please?

Now rewrite these sentences with *may*.

1. Will you allow me to borrow your dictionary, please?
2. Will you allow me to leave early, please?
3. Will you please allow us to look at your photographs?
4. Will you allow me to ask a question, please?
5. Will you allow them to come into the room now?

EXERCISE 7

Look at these two sentences:

I shall perhaps go to the theatre this evening.
I may go to the theatre this evening.

Now rewrite these sentences with *may*.

1. We shall perhaps go to Greece next month.
2. Perhaps John is in the garden.
3. Perhaps your book is in the next room.
4. The weather will perhaps be better next week.
5. Perhaps you will get an answer to your letter tomorrow.

EXERCISE 8

Look at this question and answer:

Are you going to Lisbon this summer?
I may go, but I'm not sure.

Now write short answers, using *may*, to these questions:

1. Is Mary back from the country yet?
2. Is John working in the garden?
3. Is there a tin of sardines in the cupboard?
4. Will Mr Walton be at home this evening?
5. Is Tom strong enough to do the work?

EXERCISE 9

Look at these two sentences:

Please allow me to see your photographs of Paris.
Do let me see your photographs of Paris.

Now rewrite these sentences with *do let*:

1. Please allow me to help you with the washing up.
2. Please allow us to have a holiday tomorrow.
3. Please allow me to marry Mr Green, Father.
4. Please allow the children to go out and play.
5. Please allow me to have a few minutes' rest.

EXERCISE 10

Rewrite each of these sentences three times, (*a*) in the negative, (*b*) in the interrogative, and (*c*) with a tail-question. Example:

Tom went to bed early.
(*a*) Tom didn't go to bed early.
(*b*) Did Tom go to bed early?
(*c*) Tom went to bed early, didn't he?

Remember to change *some* and *any*, *already* and *yet*, and *a lot of* and *many* or *much* where necessary.

1. John has already found the puncture.
2. There is some water in the bucket.
3. There are lots of tins in this cupboard.
4. The milk boiled over.
5. Mary has made a lot of soup.

EXERCISE 11

Look at these sentences:

Where does Mary keep the tin-opener?
He doesn't know where Mary keeps the tin-opener.
He didn't know where Mary kept the tin-opener.

Now rewrite each of these sentences twice with 'He doesn't know' and 'He didn't know'.

1. Where is the tin-opener?
2. How does Mary make onion soup?
3. Is there a good film at the cinema?
4. When do the summer holidays begin?
5. Are the children in the school playing-field?

EXERCISE 12

Look at these sentences:

John Mulberry was married in January.
William Hill was married in January, too.

The second sentence may be rewritten:

So was William Hill.

Now rewrite the second of each of these pairs of sentences in this way, beginning with *so*.

1. Mr Butler died in January. Mrs Sims died in January, too.
2. Mr Butler was over seventy. Mrs Sims was over seventy, too.
3. French and Italian are useful languages. Spanish and Portuguese are useful languages, too.
4. Mary plays tennis well. Jane plays tennis well, too.
5. Mr Green's house has central heating. Mr Brown's house has central heating, too.
6. John speaks German. Henry speaks German, too.
7. John can swim well. His brother can swim well, too.
8. My cat likes Blue Triangle Cat Food. My neighbour's cats like it, too.
9. My brother will go out skating tomorrow. I shall go out skating, too.
10. I shall try to save some money for a holiday in Spain. My brothers will try to save some money, too.

EXERCISE 13

Copy these sentences and put *older*, *oldest*, *elder* or *eldest* in the blanks.

1. Mr and Mrs Hill have five sons. The —— son has just married a girl called Sylvia.
2. Tom Green is six months —— than Harry Brown.
3. The younger girl married a police officer. Her —— sister is still unmarried.
4. Mr Tonk is 95. He is the —— friend I have.
5. There are six children (two girls and four boys) in the family. The —— son is a doctor.

EXERCISE 14

Revise the For Study notes, 5, on page 8. Read these sentences:

Neither Mr Brown nor his wife likes this cold weather.
Mr Brown doesn't like this cold weather. Nor does his wife.

Now rewrite these sentences as in the example.

1. Neither John nor Elsie went to the concert yesterday evening.
2. Neither Danish nor Swedish is a Latin language.
3. Neither Tom nor Harry plays tennis.
4. Neither my wife nor I will go to the concert tomorrow.
5. Neither my brothers nor my sisters like skating.
6. Neither Monday nor Tuesday will be a good day for the sports meeting.
7. Neither Tom nor Dick likes examinations.
8. Neither Mary nor her sister has saved much money yet.
9. Neither Dr Sims nor his wife liked living in London.
10. Neither my brother nor I can go to the meeting.

EXERCISE 15

Answer these questions on the news item under the head-line 'Threw Chairs at Burglar' (page 18).

1. At what time did Miss Stott wake up on Sunday?
2. Was her bedroom window open or closed?
3. What did she do when she saw the man in her room?
4. What was the man doing when Miss Stott threw the second chair at him?
5. How had the man entered the house?
6. Where was Miss Stott standing when she shouted for help?
7. Who phoned for the police?
8. What had the man taken from the house?
9. Which rooms had he entered?
10. The police didn't catch the man, did they?

EXERCISE 16

See the news item under the head-line 'Saves Young Brother' on page 18. Write questions to which the words in italic type in these sentences are the answers.

1. David Smith is *eleven.*
2. His brother is *only eighteen months old.*
3. *Yes,* fire broke out in the house.
4. *No,* David didn't carry his brother downstairs.
5. *Because the stairs were burning.*
6. He threw him *into a blanket.*
7. *Some neighbours* were holding the blanket out.
8. *Yes,* the little boy was caught in the blanket.
9. After that, David *jumped himself.*
10. *No,* David didn't hurt himself.

EXERCISE 17

Write these sentences with the Past Tense of the verb supplied:

1. It's going to rain. I wish I (have) my umbrella with me.
2. Don't you wish you (be) here with me?
3. I wish I (know) where I left my pen.
4. Don't you wish you (have) a sister?
5. I wish I (be) rich enough to buy a car.
6. Pedro wishes he (speak) English well.
7. I wish I (can) understand what he is saying.
8. Don't you wish you (can) skate?
9. We all wish you (not be) feeling so tired.
10. I wish English spelling (not be) so difficult.

EXERCISE 18

Read these sentences:

I *hope* you *will* work harder.
I *wish* you *would* work harder.

Now rewrite these sentences with *wish(es)* instead of *hope(s).*

1. He hopes Anne will not make foolish mistakes.
2. We hope you will come to see us.
3. Mr Green hopes the children will not make a lot of noise.

4. Mr White says he hopes you will get to class early.
5. I hope you feel better.
6. Mrs Black hopes her children know how to be polite.
7. I hope the children have enough money for the journey.
8. Harry hopes you can go to the cinema with him this evening.
9. I hope my wife will learn to cook better.
10. The boat's filling with water. I hope you can swim!

EXERCISE 19

Read these sentences:

{ It's a pity he's so dull.
{ I wish he *were not* so dull.

Now write these sentences using *I wish.*

1. It's a pity my wife cooks so badly.
2. It's a pity you can't come to the theatre with me.
3. It's a pity the weather is so bad.
4. It's a pity travel by air costs so much.
5. It's a pity your sister doesn't know English.
6. It's a pity the children do not like their new teacher.
7. It's a pity my hair is not wavy.
8. It's a pity a permanent wave costs so much.
9. It's a pity it takes such a long time to have my hair waved.
10. It's a pity I haven't enough money for a holiday.

EXERCISE 20

Rewrite these sentences with *used to.*

1. Mr Green played football before he was married.
2. Mr West drove very fast before he had that bad accident.
3. Mr and Mrs Dobson went to the cinema three times a week before they had a television set.
4. Do you think people read more books twenty years ago than they do today?
5. Travel was slower but more enjoyable fifty years ago.

EXERCISE 21

Supply the correct verb forms in these sentences. Infinitive forms are given in brackets. Examples:

If you (go) to England by air, you will soon be there.
If you *go* to England by air, you will soon be there.

If I (be) rich, I would buy a car.
If I *was* (or *were*) rich, I would buy a car.

1. What would you do if you (meet) a lion?
2. If you (leave) at two o'clock, you will be there before dark.
3. If you (leave) at two o'clock, you would be there before dark.
4. Would you say 'Yes' if he (ask) you to go with him?
5. If you (drop) this glass, it will break.
6. If you (listen) to me carefully, you would understand better.
7. You could do it if you (try).
8. I'll come if I (have) time.
9. If school (begin) at seven o'clock, the children would have to get up early.
10. If you (comb) your hair, it will look better.

EXERCISE 22

Supply the verb tenses in these sentences. Infinitive forms are given.

1. When Antonio got to school, he found that he (leave) his books at home.
2. The bus (leave) when we got to the bus stop, so we had to walk.
3. John (get) up at seven o'clock, (wash), (dress), (go) downstairs, (have) breakfast and then (leave) for school.
4. When Tom got to school, the lesson (start) already.
5. When Pedro began to learn English, he never (speak) to an Englishman.
6. When I got to the airport, I (learn) that the plane I (expect) to travel by (not yet arrive) from Manchester.
7. When Olga arrived in London, she soon (remember) the English she (learn) at school.
8. I asked her what films she (see) while she was in London.
9. Before the children (walk) very far, they began to feel tired.
10. I (go) to see him as soon as I (know) he was in hospital.

EXERCISE 23

Read these sentences:

(*a*) You *can do* it if you *try.*

(*b*) You *could do* it if you *tried.*

(*c*) You *could have done* it if you *had tried.*

Write each of the following sentences again, as in (*b*) and (*c*) above:

1. We shall go if it does not rain.
2. He will come if he has time.
3. If you take a taxi, you'll be in time.
4. If he has enough money, he will go to the university.
5. They won't come unless you ask them to come.

EXERCISE 24

Read these sentences:

'Someone has stolen my shoes,' he thought.
He thought that someone had stolen his shoes.

Now write these sentences in reported speech. For *said to,* use *told.* Use *asked* for questions.

1. 'Someone has taken my shoes by mistake,' he said.
2. 'These two men have been fighting,' they said to the Judge.
3. 'We left our gold in a hole outside the town,' they said.
4. 'Who has taken the gold?' he said.
5. 'Has it been raining all day?' she asked.
6. 'Have the books come?' I asked.
7. Mary said, 'I haven't seen Tom.'
8. 'I forgot to post your letters,' he said.
9. 'Have you ever fallen off a horse?' he said to me.
10. 'I have never been to America,' she said.

EXERCISE 25

Read these sentences:

Do you want me to take you to London?
Would you like me to take you to London?

The second question is more polite for an inquiry about a person's wishes or preferences.

Rewrite these sentences with *Would you* (*he*, etc.) *like*:

1. Do you want me to make some tea?
2. Does your sister want me to show her my photographs of London?
3. Do you want me to turn the radio on?
4. Do you want them to come early?
5. Do they want us to help them?
6. Doesn't your teacher want you to work harder?
7. Don't they want us to go with them?
8. Does your sister want to see the film?
9. Don't all of you want to have a month's holiday?
10. Do you want us to come again?

EXERCISE 26

Write questions to which these sentences are the answers:

1. Abul Qasim left his shoes *at the door of the mosque.*
2. *Abul Qasim* left his shoes at the door of the mosque.
3. Abul Qasim's friend threw the shoes away *because he was tired of carrying them.*
4. Abul Qasim decided *to throw the old shoes away.*
5. The dog used to go *to a rubbish pit.*
6. It went to the pit *to look for food.*
7. They put the fire out *with water from the well.*
8. *No*, the old shoes were *not* damaged.
9. The Judge ordered *his soldiers* to bring Abul Qasim to the court.
10. The Judge ordered his soldiers *to bring Abul Qasim to the court.*

EXERCISE 27

Add tail-questions to these sentences. Then write the short answers to them. Example:

Today isn't Sunday.

Today isn't Sunday, is it? No, it isn't.

1. There aren't thirty-one days in June.
2. It's never very cold in Singapore.
3. Most English people are not good at learning foreign languages.
4. You wouldn't bury gold in the ground.
5. If a man steals today, we don't cut his right hand off.

EXERCISE 28

Read these sentences:

I'm sorry I *didn't go* to the concert.

I wish I *had gone* to the concert.

Rewrite these sentences using *wish*:

1. She's sorry she didn't live in the nineteenth century.
2. Aren't you sorry you didn't work harder?
3. We're sorry we weren't able to come.
4. Aren't they sorry they were not in Athens with us?
5. I'm sorry she didn't marry him.

EXERCISE 29

Read these sentences:

She prefers not to go.

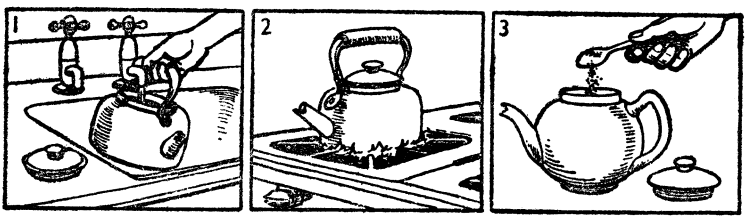
She'd rather not go.

Rewrite these sentences using *would rather*.

1. Do you prefer to walk or ride?
2. They prefer going by sea.
3. Would he like to go to the concert or to listen to it at home on the radio?
4. Do you prefer (to have) tea or coffee?
5. She said she preferred to remain single.
6. Most girls prefer to marry.
7. Wouldn't you like to have your eggs boiled?
8. I prefer fresh fruit to tinned fruit.
9. She says she prefers not to go abroad this summer.
10. I prefer to let John repair the radio set.

EXERCISE 30

Look at these three pictures and read the paragraph under them.



Mrs Black wanted to make some tea yesterday. She filled the kettle, put it on the gas-stove and lit the gas. When the water boiled, she warmed the teapot. Then she put two teaspoonsful of tea into the pot and poured boiling water on the leaves. She waited three or four minutes. Then the tea was ready to pour out.

Now rewrite this paragraph so that the first sentence begins:

If Mrs Black wanted to make some tea, she would fill . . .

EXERCISE 31

Rewrite the paragraph in Exercise 31 again, this time so that the first sentence begins:

If Mrs Black had wanted to make some tea yesterday, she would have filled . . .

EXERCISE 32

Read these sentences:

{ Four hundred years ago *not many* people had books.
{ Four hundred years ago *very few* people had books.

{ There was only *a small number of* people at the meeting.
{ There were only *a few* people at the meeting.

{ Mr Bank doesn't spend *much* money on books.
{ Mr Bank spends *very little* money on books.

{ Tom has saved only *a small sum of* money for his holidays.
{ Tom has saved only *a little* money for his holidays.

Now rewrite these sentences using *very few, a few, very little, a little* in place of the words in italic type.

1. *Not many* women earned their own livings a hundred years ago.
2. *Not much time* was wasted.
3. We don*'t* eat *much meat* in summer.
4. He has read *a small number of* books on European history.
5. There are *not many* rich men in the village.
6. I saw John *three or four* days ago.
7. We've *not* had *many* days without rain during the last month.
8. There has*n't* been *much* rain during the last few weeks.
9. I'd like *some* more meat, please.
10. This soup needs *some* more salt in it.

EXERCISE 33

Read the examples of exclamations on pages 48-9. Then rewrite the sentences below as exclamations.

1. These jet airliners make a lot of noise. (What . . .!)
2. It is quiet and peaceful here in the country. (How . . .!)
3. You speak English very well. (How . . .!)
4. It has been a very slow journey. (What . . .!)
5. He has a very long beard. (What . . .!)
6. Anne is much more beautiful than her sister. (How . . .!)
7. Miss Dike is a very good actress. (What . . .!)
8. It was very exciting to be alive in those days. (How . . .!)
9. It took Columbus a long time to cross the Atlantic. (What . . .!)
10. Time passes very quickly. (How . . .!)

EXERCISE 34

Rewrite the ten sentences in Exercise 33 in the interrogative negative, exclamatory style. Example:

It costs a lot of money.
Doesn't it cost a lot of money!

EXERCISE 35

Read these sentences:

Women did *not* get the right to vote *until after the First World War.*

It was *not until after the First World War that* women got the right to vote.

Now rewrite the sentences that follow, placing the words in italic type after *It was*:

1. Abul Qasim had buried his old shoes *in this hole.*
2. Abul Qasim could not control the sails *because he had only one hand.*
3. Mr Black did *not* enter the room *until after the burglar had left.*
4. *Sir Timothy Jones* said he didn't like paying heavy taxes for pensions.
5. Columbus discovered America *in* 1492, *not in* 1592.

EXERCISE 36

Read these sentences:

{ Mr Sims is very old. He cannot work now.
{ Mr Sims is too old to work now.

{ Mr Sims is not well. He cannot work now.
{ Mr Sims is not well enough to work now.

Now combine each of these pairs of sentences by using *too* or *enough* and an infinitive with *to.*

1. Harry is only three. He's not very old. He doesn't go to school yet.
2. Mary is only thirteen. She's still young. She can't travel to Paris alone.
3. You're not very old. You can't marry.
4. And John doesn't earn much. He can't marry yet.
5. Shakespeare's plays are difficult. She can't read them. (Use *for.*)
6. Your handwriting was bad. None of us can read it. (Use *for* and *any.*)
7. We are not old. We don't remember the beginning of this century.
8. My car is not large. All of you cannot come with me.
9. I'm very busy. I can't stop and answer questions now.
10. Travelling by air is very fast. It isn't enjoyable.

EXERCISE 37

Read these sentences:

I sold my house to a man. That is *the man.*
That is the man I sold my house to (to whom I sold my house).

Alice is going to marry a Frenchman. Is that *the Frenchman?*
Is that the Frenchman (whom) Alice is going to marry?

Now combine each of these pairs of sentences in this way. The antecedent of the relative pronoun is printed in italic type. If the relative pronoun is the object of the verb in the clause, write it in brackets. If it is the object of a preposition, write both forms of clause, as in the first example above.

1. Those boys are playing a game. What is the *game?*
2. Last week I bought some books. These are *the books.*
3. I was telling you about a book last week. This is *the book.*
4. I know a *man.* He lives in the town where you were born.
5. I know a man called *Williams.* His house is near yours.
6. My parents were born in a small village. Last week I went to see *the village.*
7. You went to Athens with a friend. Is that *the friend?*
8. That is *the blind man.* Tom helped him to cross the road yesterday.
9. We stayed at an hotel last month. That is *the hotel.*
10. *A man* gives Rosa English lessons. He has lived in Italy for ten years.

EXERCISE 38

Fill the blanks with *It is* (*was, will be, has been*) or *There is* (*was, were, will be, has been, have been*).

1. —— several empty seats on the bus when I got into it.
2. —— no rain here for three weeks.
3. I hope —— some rain soon.
4. —— not easy to travel three hundred years ago.
5. —— raining since nine o'clock.
6. One day —— possible to travel round the world in two days!
7. —— several bad accidents at this corner recently.
8. —— twenty-nine days in February 1952.
9. —— a lot of work waiting to be done when I got home.
10. —— a long way from London to Istanbul.

EXERCISE 39

Read these sentences:

{ John is the tallest man in the village.
{ John is taller than any other man in the village.

Now rewrite these sentences using the comparative form of the adjective with *than* instead of the superlative, or the superlative instead of the comparative.

1. Mary is a better tennis player than any other girl in the class.
2. Yesterday was hotter than any other day we have had this summer.
3. Cairo is the largest city in Egypt.
4. Was Abul Qasim richer than any other merchant in the town?
5. Miss Dike isn't a better actress than other actresses I've seen.
6. The Nile is the longest river in Africa.
7. This dictionary is better than any other I have ever used.
8. Everest is the highest mountain in the world.
9. Is Serbo-Croat more difficult than any other language you've studied?
10. This road is the worst I've ever travelled over!

EXERCISE 40

Rewrite each of these sentences using, for the words in italic type, the words given in brackets. Make the necessary changes in the verb tenses. Example:

{ What is she doing *this week*? (next week)
{ What will she be doing next week?

1. Are you studying English *this year*? (next year)
2. John is reading a book *now*. (when I called to see him)
3. I read that book *a month ago*. (already)
4. Mr Green is writing a novel *now*. (last summer)
5. I was asleep at five o'clock *this morning*. (tomorrow morning)
6. I shall write to Pedro *next week*. (two days ago)
7. Mr West plays football *now*. (before he was married)
8. We're going to the cinema *this evening*. (yesterday evening)
9. He *often* listens to the B.B.C. programme. (when I called on him yesterday)
10. She bought a refrigerator *last year*. (when she has saved enough money)

EXERCISE 41

Read these sentences:

{ I asked him to go to London with me.
{ I suggested that he should go to London with me.

Rewrite these sentences using *suggest* (*that*) and *should.*

1. Tom invited them to have a game of billiards.
2. Mr Sims told his students to use a good dictionary.
3. He asked us to come early.
4. My doctor advised me to have a long holiday.
5. Didn't I ask you not to make so much noise?

EXERCISE 42

Combine each of these pairs of sentences by using *instead of.* Example:

{ I shall play tennis. I shall not work in the garden.
{ Instead of working in the garden, I shall play tennis.

1. I telephoned to her. I didn't write a letter.
2. We'll walk back. We won't take the bus.
3. He didn't go home to his wife. He took his typist to the cinema.
4. You should eat more fresh fruit. You shouldn't eat so much tinned food.
5. I think I'll listen to the wireless. I won't do my homework.

EXERCISE 43

Read this question and the three sentences that follow.

Is New York City the capital of the United States of America? No, it is not. The capital of the United States of America is Washington. New York City is the largest city in the United States.

Now write three sentences in answer to the following questions. Words that may be useful in the answers are given in brackets.

1. Do the pipelines from Kirkuk go to Abadan on the Persian Gulf? (Tripoli, Banias, Mediterranean)
2. Is paraffin oil a vegetable product? (mineral, olive)
3. Is petrol bought by the gallon in France? (litre, England)
4. Is coal obtained from wells? (mines, oil)
5. Is kerosene the fuel used in ordinary aircraft? (petrol, jet)

EXERCISE 44

Use *some*, *any*, *one*, *ones*, *it*, *them*, in the blanks.

1. If there's —— more tea in the pot, I'd like ——.
2. This hat is too large. Please bring me a smaller ——.
3. I can't wear this hat. —— is too small.
4. These shoes are too small. Have you —— larger ——?
5. My car is a very old ——. I bought —— twenty years ago.
6. I hoped the postman would bring me —— letters this morning, but there weren't —— for me.
7. Please bring me those books. Put —— on my desk.
8. I've lost my pen. Have you —— that you can lend me?
9. I want two pounds of apples. Those red ——, please.
10. Will you have —— more coffee?
11. I don't think there's —— coffee left. Shall I make —— more?
12. Are there —— new novels in the library? We have only a few old —— at home.
13. I'm going to have a glass of beer. Will you have ——?
14. I'm going to have some tea. Will you have ——?
15. This book isn't the —— I wanted. Bring me the other, please.

EXERCISE 45

Rewrite these sentences in the Passive Voice:

1. Someone stole my car last night.
2. Some day they may make all our clothes from artificial products.
3. They use a lot of olive oil in the south of Europe.
4. Pipelines carry the oil for hundreds of miles across the desert.
5. They have invited us to have dinner with them at the Ritz Hotel.
6. Nobody has ever seen the other side of the moon.
7. They make very good wine in Spain.
8. You should keep the butter in the refrigerator.
9. Probably people will forget my name in twenty years' time.
10. They made this film in Hollywood.

EXERCISE 46

Read these sentences:

It was very hot. I took my coat off.
It was so hot that I took my coat off.

It was a hot afternoon. I slept instead of working.
It was such a hot afternoon that I slept instead of working.

Note that *so* is used with adjectives (*so hot*) or adverbs (*so quickly*) and *such* with nouns (*such a* hot *day*).

Now combine each of these pairs of sentences by using *so* or *such*.

1. That man speaks fast. I can never understand what he says.
2. The box was heavy. I couldn't lift it.
3. It was a heavy box. No one could lift it.
4. We all went to bed late. None of us were up until after nine the next morning.
5. There was a bad storm. Many people were seasick.
6. The storm was bad. Several small boats sank.
7. Travel by air is expensive. Most people still travel by train or boat.
8. He has a lot of money. He doesn't know what to do with it.
9. Many people are poor. They can't buy new clothes.
10. The thief ran away quickly. No one could catch him.

EXERCISE 47

Read these sentences:

Will you please come another day?
Do you mind coming another day?
Would you mind coming another day?

Do you mind and *would you mind* are polite forms.

Rewrite these sentences with *Do* (or *Would*) *you mind*:

1. Please do not smoke in the dining-room.
2. Will you please come earlier next time?
3. Please help me to lift this box.
4. Please wait a few minutes.
5. Please do not drop cigarette ends on the carpet.

EXERCISE 48

Read the examples under 'Have to' on page 16. Then rewrite these sentences using *have* (*has*, *had*, *shall have*, *will have*) *to*. Example:

{ It will be necessary for us to start early.
{ We *shall have to* start early.

1. The last bus has gone; it will be necessary for them to walk home.
2. She finds it necessary to wear glasses now.
3. How many of the questions must we answer?
4. It is not necessary for you to go to the office today, is it?
5. Will it be necessary for me to be here at eight o'clock?

EXERCISE 49

Rewrite these sentences with the verb *wish* and *would* or *wouldn't*. Examples:

{ Please be quiet.
{ I *wish* you'*d* be quiet!
{ Please don't make so much noise.
{ I *wish* you *wouldn't* make so much noise.

1. Please do what the doctor tells you.
2. Please don't disobey the doctor.
3. Try to get home early this evening, please.
4. Please don't ask so many foolish questions.
5. Please don't suggest such expensive Christmas presents!
6. Please remember I've got to pay my taxes next month.
7. Please don't use so much lip-stick.
8. Please hold the baby the right way up.
9. Please don't take your hearing aid out while I'm talking to you.
10. Please don't smoke cigars in the bedroom.

EXERCISE 50

Rewrite these sentences with the polite form *Would you mind*, as in Exercise 47.

1. Take your dirty shoes off before you come into the house.
2. Give me that box of matches.
3. Don't talk while I'm listening to the wireless.
4. Take these letters to the post.
5. Turn the wireless off.

EXERCISE 51

Rewrite these sentences so that each begins *Let's*. Examples:

{ Shall we stop and have a rest?
Let's stop and have a rest, shall we?

{ I suggest that we don't give Christmas presents to anybody this year.
Let's not give Christmas presents to anybody this year.

1. Shall we go to the cinema this evening?
2. Shall we stop spending so much money on cigarettes?
3. Shall we not tell the children what we've bought for them?
4. I suggest that we don't start until the weather is better.
5. Shall we give Auntie Flo a pair of gloves?
6. Shall we buy some of those flowers?
7. Shall we walk across the fields and look for wild flowers?
8. I suggest we don't tell mother that we've broken her best teapot.
9. I suggest we don't go to the theatre today.
10. Shall we go into the country instead?

EXERCISE 52

Rewrite these sentences using *I'm* (*he's*, etc.) *sorry* and *It's a pity*. Examples:

{ I wish you knew how to do it.
I'm sorry you don't know how to do it.
It's a pity you don't know how to do it.

1. I wish I had a warm overcoat.
2. She wishes she had gone with you.
3. Don't you wish you had been there?
4. Mr Wilson wishes he could remember the names of all his students.
5. Dick wishes he had worked harder when he was at school.

EXERCISE 53

Rewrite these sentences with *would rather* instead of *prefer*. Examples:

I prefer sitting to standing.
I would rather sit than stand.

I would prefer you not to go.
I would rather you did not go.

1. I should prefer not to go by air.
2. I should prefer you not to go by air.
3. She would prefer not to tell you what happened.
4. I should prefer you not to tell anyone what happened.
5. They would prefer you to come next week.

EXERCISE 54

Write the questions to which these sentences are the answers:

1. Christmas is *only a month away.*
2. *Yes,* there are *a lot of* books about space travel nowadays.
3. He took his hearing aid out *because your conversation was dull.*
4. *No, not* all gramophones have three-speed motors.
5. I have *six* nieces and *seven* nephews.
6. *John* broke the dining-room window.
7. He broke it *on Christmas Day morning.*
8. He broke it *by kicking his football through it.*
9. The cheque is for *fifty pounds.*
10. I'm going to use it for *a holiday in Greece.*

EXERCISE 55

Manage to (*do something*) and *succeed in* (*doing something*) are used when there is difficulty. Rewrite each of these sentences twice, first with *manage* and then with *succeed.*

1. He saved enough money for a holiday in England.
2. At last she got all her clothes into the small bag.
3. At last I have made the engine of this old car start!
4. After half an hour's explanation the teacher made his students understand.
5. She has at last found what she was looking for.

EXERCISE 56

Read these sentences:

(*a*) You are very kind to invite me to visit you.

(*b*) It is very kind of you to invite me to visit you.

Now write these sentences as in (*b*):

1. Mary was very naughty to pull the cat's tail.
2. You were very clever to see the answer so quickly.
3. Mrs Hobbs was very careless to leave her baby in the train.
4. Harry was very polite to offer his seat in the crowded bus to the old lady.
5. You were foolish to suppose that you knew better than your teacher.

EXERCISE 57

Read these sentences:

(*a*) He gave some *to everybody in the room.*

(*b*) He gave *them all* some.

Now write these sentences as in (*b*). For the words in italic type use the word(s) in brackets.

1. She told the news *to everybody in the village.* (all of us)
2. Mr Green has sold his old car *to one of his neighbours.* (me)
3. I will send the books *to your brother* next week. (him)
4. Will you lend your motor-scooter *to my brother*? (me)
5. Please give this book *to the woman sitting in the corner.* (Margaret)

EXERCISE 58

Read these sentences:

(*a*) The work took me two hours.

(*b*) It took me two hours to do the work.

Now write these sentences using *it takes* (*took*, *will take*, etc.), *it costs* (*cost*, *will cost*, etc.).

1. He will take six months more to finish his new book.
2. She takes only a few minutes to dress.
3. Going to England by air will cost her a lot of money.
4. How many hours do the newest airliners take to go from London to New York?
5. Being polite will not cost you anything.

EXERCISE 59

Read these sentences:

{ Is it *far* from here to X?
{ No, it's *not far.* (*or*) Yes, it's *a* (very) *long way.*

{ Will it take long to repair the radio set?
{ No, it won*'t* take *long.* (*or*) Yes, it will take *a long time.*

Far and *long* are used in the interrogative and negative; in the affirmative we prefer *a long way* (or *only a short way*) and *a long time* (or *only a short time*, *only a few minutes*, etc.).

Answer these questions first in the affirmative and then in the negative.

1. Did you go far?
2. Shall you be away from home long?
3. Is the post office far from here?
4. Did it take her long to make that dress?
5. Had you gone far when it began to rain?

EXERCISE 60

Read these sentences:

(*a*) *The books* are on the table.
(*b*) There are *some books* on the table.

Rewrite these sentences with *any* or *some* instead of *the*. Use *there.*

1. *The* butter is in the refrigerator.
2. Are *the* envelopes in that drawer?
3. *The* dictionaries are on the bottom shelf.
4. Are *the* chairs in the next room?
5. Is *the* sugar in that tin?

EXERCISE 61

Copy these sentences and add the words *cost*, *price*, *value* or *worth.*

1. Politeness —— nothing.
2. The house —— £3,000 a year ago. Today it is —— £3,300.
3. The —— of paintings by Rembrandt is much greater today than the —— that were paid for them.
4. The —— of money today is lower than it used to be, because the —— of most things have gone up.
5. Your —— is too high. That ring is certainly not —— £7.

EXERCISE 62

Read these sentences:

Are you near? Can you see what they are doing?

Are you near enough to see what they are doing?

Now combine each of these pairs of sentences by using *enough*.

1. You are not foolish. You do not believe everything you read in the newspapers.
2. He is wise. He knows that he must not disobey orders.
3. She was not quick. She did not get out of the way of the bus.
4. Do you speak English well? Can you talk to English people?
5. Do you know the language well? Do you read English newspapers and magazines?

EXERCISE 63

Read this story and then answer the questions that follow it.

A woman and her small daughter were in church listening to the sermon. The girl did not feel well. 'Mother!' she said, 'I feel ill. I'm afraid I'm going to be sick!'

'Oh, but you mustn't be sick here,' cried her mother. 'Go outside at once!'

The girl left her seat and went to the back of the church, and the mother waited. In a few minutes the girl came back. She still looked rather ill, and her mother asked her quietly, 'Well, dear, are you all right now?'

'I feel better now,' she said, 'but I didn't know where to go. I had to be sick, and then I saw a box on the wall. It had on it FOR THE SICK.[1] Wasn't that lucky!'

1. Where were the woman and her child?
2. What were they listening to?
3. What did the girl tell her mother?
4. What did the girl's mother tell her to do?
5. Did the girl leave the church or did she go to the back of the church?
6. Where did she see a box?
7. What were the three words on the box?

[1] *For the sick:* for (money to be given to) those who are ill.

8. Did the girl make use of the box?
9. Did she make a right use or a wrong use of it?
10. Did the girl look quite well when she returned to her seat?

EXERCISE 64

Read these sentences:

(*a*) I have brought the photographs *so that you may see them.*
(*b*) I have brought the photographs *for you to see.*

Now rewrite these sentences as in (*b*).

1. The policeman stopped the traffic so that the hen might cross the road safely.
2. It would be foolish to leave the house open so that thieves might enter.
3. The policemen held the crowd back so that the Queen's car might pass.
4. Open the door so that the cat can go out.
5. Were they near you? Did they hear what you said? (Use *enough* here.)

EXERCISE 65

Use the correct verb form (infinitive with or without *to*, participle, or gerund) in these sentences:

1. It has begun (rain).
2. It has stopped (rain).
3. Please let me (help) you (put) your coat on.
4. I can hear somebody (talk) in the next room.
5. You must (start) early if you want (get) there before dark.
6. Would you mind (make) less noise?
7. Would you like (go) to the cinema?
8. Do you enjoy (do) these exercises?
9. I heard Mr Green (say) he would like (sell) his car.
10. Please don't forget (post) the letters.
11. Did you remember (post) the letters?
12. Yes, I remember (drop) them into the box.
13. You must (do) what I tell you (do) without (ask) why.
14. They make students (work) very hard here, don't they?
15. It was kind of you (help).

EXERCISE 66

Study the examples of relative clauses (2) on page 100. Then combine each of these pairs of sentences so that the second becomes a relative clause. Place the clause between commas and after the word or words in italic type. Example:

This encyclopaedia is for young readers. It is in ten volumes.
This encyclopaedia, which is in ten volumes, is for young readers.

1. *These photographs* are not very good. They were taken by my younger brother.
2. *The plane from New York* will be an hour late. It ought to be here at 7.00 a.m.
3. *The Tigris and the Euphrates* are the two longest rivers in Iraq. They rise in Turkey.
4. *Kerosene* is the fuel used in jet engines. It is obtained from petroleum.
5. *Your letter* is full of interesting news. It reached me two days ago.
6. *These shares* are worth £600. They cost me £500 five years ago.
7. *The National Health Service* provides free treatment for everybody. It began in 1948.
8. *Rates* are paid to the local authorities. They are taxes on land and property.
9. *Refrigerators* are very common today. They are often bought by hire-purchase.
10. *This book* is about Greece. It has some wonderful photographs.

EXERCISE 67

Study the examples of relative clauses (4) and (6) on page 100. Then combine each of these pairs of sentences as in Exercise 66.

1. *This cat* has several times jumped on to the dining-room table to steal food. It was given to Mary last Christmas.
2. *Miss Price* now works for the Minerva Publishing Company. She studied at the Churchman Secretarial College.
3. *My shorthand typist* is leaving to get married next month. She has been with me for five years.
4. *Pluto* has been sold for £500. He won the big race at Newmarket last month.

5. *Mr Wheeler* often has to get his own meals. He knows very little about cooking.
6. *The headmistress* takes parties of her girls to Europe every summer. She wants her pupils to speak languages well.
7. *Miss Green* awoke at four o'clock and found a burglar in the house. She lives by herself in a lonely cottage in the country.
8. The doctors say that *my brother* will never get well again. He has been in hospital eight months now.
9. *Abul Qasim el-Tamburi's friend* ought to have told the Judge that he had thrown the old shoes into the courtyard. He had taken the old shoes from the door of the mosque.
10. *Abul Qasim's dog* went to the rubbish pit to look for food. It was never given food by its master.

EXERCISE 68

Read these sentences:

{ The telephone is useful to all of us.
{ Telephones are useful to all of us.

{ Has the telephone in this office a bell or a buzzer?
{ Have the telephones in this office bells or buzzers?

When *the* means 'the thing, etc., that we call', *the* is unnecessary in the plural. When *the* means 'this' or 'that', *the* is necessary in the plural.

Now rewrite these sentences and change the words in italic type from singular to plural. Make other necessary changes.

1. The *gramophone* makes it possible for us to listen to opera at home.
2. Has the *gramophone* in that shop window a three-speed motor?
3. The *typewriter* we use is a new one.
4. The *dog* is sometimes called the friend of man.
5. The *rose* is a beautiful flower.
6. The sewing *machine* is found in all countries.
7. Have you seen the *book* I bought last week?
8. The *tree* in that garden is very tall.
9. The *potato* was brought to Europe from America.
10. The *telephone* is quite common in business offices.

EXERCISE 69

Read these sentences:

{ There's *a tiger* in your garden!
{ There are *some tigers* in your garden!

When *a* means 'one', *some, several, two or three, any,* etc. may be used in the plural.

{ *A typewriter* is a useful machine.
{ *Typewriters* are useful machines.

When *a* means 'the kind of thing or person that we call', nothing is needed before the noun when it is plural.

{ *A horse* has four legs.
{ *Horses* have four legs.

When *a* means 'every', nothing is needed before the noun when it is plural.

Rewrite these sentences and change the words in italic type from singular to plural. Make other necessary changes.

1. Have they a *shorthand typist* in their office?
2. A *bicycle* never has more than two wheels.
3. I was given a *book* for my birthday.
4. Have you a *copy* of 'The Times'?
5. A *dentist* is a man who takes care of your teeth.
6. An *oblong* has four sides; a *triangle* has three sides.
7. Please show me a larger *one.*
8. A Sunday *paper* costs more than a daily *paper.*
9. A *tram* runs on rails; a *bus* does not.
10. We're not rich enough to have a *servant.*
11. An electric *kettle* is a useful thing to have in the house.
12. A *worker* in a large *city* spends a good deal of money on fares.
13. Is there a *cigarette* in that box?
14. A *radiogram* gives you the wireless programme and also plays records.
15. Have you a *record* that teaches English pronunciation?

EXERCISE 70

Revise the notes on Adverb Position, pages 80-2.

Now copy these sentences and place the adverbs or adverb phrases in them.

1. Jack takes Margaret to the cinema. (often)
2. Fred takes his wife to the theatre. (twice a month)
3. I can find enough time for all the reading I want to do. (never)
4. Planes leave London Airport for places in Europe. (many times a day)
5. We are at home on Saturday afternoons. (generally)
6. You should knock before you come into my office. (always)
7. He pushes his barrow; I have seen him pulling it. (always, never)
8. He can remember how to change litres into gallons. (never)
9. There are trains from Charing Cross to Richmond. (every few minutes)
10. Have you seen the Queen? (ever)

EXERCISE 71

Read these sentences:

(*a*) The three men discussed the question for an hour.

(*b*) The three men spent an hour discussing the question.

Now write these sentences with *spend*, as in (*b*).

1. Marco Polo travelled in the East for several years.
2. Mario went along the coast for two or three weeks.
3. Tom studied Spanish for two years.
4. Mrs Grey wrote letters in the afternoon.
5. What did you do during the afternoon? (How . . .?)
6. The teacher had to explain this difficulty for a quarter of an hour.
7. For a long time he tried to find the place on the map.
8. We motored in Scotland for three weeks.
9. We bought Christmas presents during the morning.
10. Shall we talk about intonation for a few minutes?

EXERCISE 72

Read these sentences:

(*a*) We climbed to the top of the mountain in five hours.
(*b*) It took us five hours to climb to the top of the mountain.

Now write these sentences beginning with *It took* (*takes*, *will take*).

1. In only a few minutes the teacher explained to his students how to use the word.
2. A long time passed before we finished making our list of Christmas presents.
3. Several months passed before Suzanne saved enough money to go to London.
4. In only a few minutes I will show you how to put the parts together.
5. He can shave, wash and dress in ten minutes.
6. Many years passed before people decided that flying was safe.
7. In only a few moments Galileo showed that Aristotle was wrong.
8. It was a long time before Pedro learnt to say *sport* instead of *esport*.
9. She does her homework in about half an hour.
10. This airliner crosses the Atlantic in about twelve hours.

EXERCISE 73

Read these sentences:

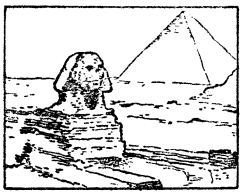
(*a*) You are probably tired after your long walk.
(*b*) You *must be* tired after your long walk.

Now write these sentences with *must be*, as in (*b*).

1. It is probably almost ten o'clock.
2. His mother is probably nearly eighty.
3. This is probably the book he wants.
4. I'm sure you are ready for a meal.
5. He says he feels certain the letter is in that drawer.
6. This is probably the house we've been looking for.
7. I feel sure this is somebody else's hat; it's too small for me.
8. That man is probably an American.
9. I'm sure it's going to rain. Look at those black clouds!
10. I feel sure these are the papers he asked me for.

EXERCISE 74

Read these sentences:



(*a*) The Great Pyramid very probably looked almost the same 6,000 years ago.

(*b*) The Great Pyramid *must have looked* almost the same 6,000 years ago.

Now write these sentences using *must have* and a past participle, as in (*b*).

1. The pyramid was probably built by thousands of slaves working for thirty or forty years.
2. These stones were probably placed in position by slaves.
3. The roadway to the top of the pyramid was probably several miles long.
4. All the stones were probably brought from a place several hundred miles away.
5. The Sphinx was probably cut out of the solid rock before the Great Pyramid was built.
6. At the time of Christ, the Pyramids were probably 4,000 years old.
7. The ancient Egyptians probably knew how to read and write.
8. There were probably other civilized people in the world then.
9. John's late. He has probably missed his train.
10. The weather was fine, so you probably enjoyed your holiday.

EXERCISE 75

Copy these sentences using *one* or *ones* to avoid repetition of nouns.

1. St Peter's in Rome is a large building, but the Great Pyramid is a much larger building.
2. Galileo showed that the small weight dropped as quickly as the large weight.
3. He's fond of nearly all games, but tennis and football are the games he likes best.
4. You asked me to get you a dictionary. Is this the dictionary you want?
5. These shoes are too small. Please get me some larger shoes.

EXERCISE 76

Study the examples of relative clauses (8) and (10) on page 101. Then combine each of these pairs of sentences so that the second becomes a relative clause. Put the clause between commas and after the word or words in italic type. Example:

These cigars are very good. I had them from Grace and John for Christmas.

These cigars, which I had from Grace and John for Christmas, are very good.

1. *These photographs* will show you what my village looks like. I took them last summer.
2. *This dictionary* is very useful. I bought it in London last month.
3. *Miss Battle* plays golf every week-end. You met her yesterday at my house.
4. *These new records* play for about half an hour. You have just heard one of them.
5. *Mr Don* teaches music. All his pupils like him very much.
6. *These gloves* will keep my hands warm. My daughter bought them for me.
7. *Miss White* is still quite young. You heard her sing last week.
8. *Mr Dobson* often visits New York. You saw him in my office yesterday.
9. *This wireless set* is a good one. We have had it two years.
10. *Mr Brown's house* has eight rooms. He does not own it.
11. *This turkey* will be eaten on Christmas Day. I bought it from a friend who is a farmer.
12. *These expressions* are all slangy. I do not advise you to use them.
13. *Modern plays* provide good examples of conversational English. You can often hear them on the wireless.
14. *The next question* was put to me by Mario. I found it difficult to answer.
15. *Phonetic symbols* are very useful. You can learn them in a few hours.

EXERCISE 77

Read these sentences:

(*a*) In the sixteenth century, travelling was slow and difficult, so people did not enjoy going on long journeys.

(*b*) *If*, in the sixteenth century travelling *had not been* slow and difficult, *people would have enjoyed* going on long journeys.

Study other examples of this kind of clause (page 38). Then rewrite these sentences as in (*b*) above.

1. You did not work hard, so you did not do well in the examination.
2. My brother was ill, so he could not go to Italy with me.
3. He lost all his money, so he could not buy a new car.
4. There were no airliners fifty years ago, so travellers could not cross the Atlantic in twelve hours.
5. The boy did not look both ways before he crossed the road, so he was knocked down and killed.
6. You did not take my advice, so you lost all your money.
7. They spent six months in Spain, so they learnt to speak Spanish well.
8. It rained, so we did not go into the country.
9. You did not help me, so I did not finish the work.
10. Your parents did too much for you, so you do nothing for yourself.

EXERCISE 78

Supply *for* or *since*.

1. Tom has been away from school —— two weeks.
2. Miss Green has been in hospital —— Tuesday.
3. I haven't had a letter from Mary —— Christmas.
4. I haven't had my hair cut —— five weeks.
5. We have lived here —— we were married.
6. She has been typing letters —— nine o'clock.
7. Mr Don has been at his desk —— four hours.
8. She hasn't had a new hat —— three years.
9. He's been learning English —— April.
10. He's been having lessons —— several months.

EXERCISE 79

Combine each of these pairs of sentences by using *too* or *enough*. See the examples with Exercise 36.

1. There aren't many cakes. You can't have two each.
2. Mr Lamb is getting very fat. He can't wear the trousers he bought last year.
3. The dog is quite small. It can't be dangerous.
4. The doctor said that David was well. He could go back to work.
5. This novel is long and difficult. Don't read it yet.
6. These apples are very green. We can't eat them yet.
7. My eyesight is not good. I can't read such small print without glasses.
8. The weather is very cold. The children mustn't go out without their heavy coats.
9. There are very many of you. You can't get into this small car.
10. The rates at this hotel are very high. We can't stay here for more than two or three days.

EXERCISE 80

Read this story:

A young man once went into town and bought himself a pair of trousers. When he got home, he went upstairs to his bedroom and put them on. He found that they were about two inches too long.

He went downstairs, where his mother and his two sisters were washing up the tea things in the kitchen. 'These new trousers are too long,' he said. 'They need shortening[1] by about two inches. Would one of you mind doing this for me, please?' His mother and sisters were busy and none of them said anything.

But as soon as his mother had finished washing up, she went quietly upstairs to her son's bedroom and shortened the trousers by two inches. She came downstairs without saying anything to her daughters.

Later on, after supper, the elder sister remembered her brother's trousers. She was a kind-hearted girl, so she went quietly upstairs without saying anything to anyone, and shortened the trousers by two inches.

[1] *shorten:* make shorter.

The younger sister went to the cinema, but when she came in she, too, remembered what her brother had said. So she ran upstairs with her scissors, needle, and thread, and took two inches off the legs of the new trousers.

You can imagine the look on the young man's face when he put the trousers on the next morning.

Now answer these questions:

1. What did this young man buy for himself?
2. What did he find when he got home and put the trousers on?
3. What were his mother and sisters doing when he came downstairs?
4. What did they say when he asked them to shorten the trousers?
5. What did the young man's mother do when the washing up was finished?
6. Did she tell her daughters what she had done?
7. Was it the elder sister or the younger sister who went upstairs next?
8. Where had the younger sister gone?
9. When did the younger sister remember what her brother had said?
10. What did she do?
11. How many inches were cut off the legs?
12. Instead of being two inches too long, how many inches too short were they now?

EXERCISE 81

In the poem 'Dobbin' the words *grass/pass* and *mare/fair* are rhymes.

Arrange the words below in pairs or groups that rhyme. Put them with the symbols iːf, iːt, iːz, ed, aːt, on, oːk, oːt, uː, uːz, ʌn, əːd, əːn, əːt, eil, eit, eiz, ou, oum, ain, ait, eə, uə.

Example: iːf leaf, thief.

bed bird blue bought burn caught chalk cheese comb dirt do done earn eight fork head heard heart home hurt John keys know leaf lose mare meet news night no none please poor praise prayer said sale seat sees sew shoe shoes shone sign snow sort start straight sun sure tail their thief wait ways wear white wine

EXERCISE 82

Study the examples of relative clauses (12) and (14) on page 102. Then combine each of these pairs of sentences so that the second becomes a non-defining relative clause. Put the clause between commas and after the word or words in italic type. Example:

The Bristol Hotel is comfortable and cheap. I stayed there last summer.

The Bristol Hotel, at which I stayed last summer, is comfortable and cheap.

1. *This mousetrap* cost me a shilling. I have never caught anything in it.
2. *Our vicar* is a kind old man. The villagers often go to him for advice.
3. *The vicar's daughter* is still unmarried. Some of the village children have piano lessons from her.
4. *My brother* won't lend me any more money. I have often borrowed money from him.
5. *The Monday afternoon plane from Rome* came down in the Mediterranean. John had expected to travel in it.
6. *Miss Wade's car* is thirty years old. She is asking £150 for it.
7. *Tom Slater's motor-cycle* is often in the garage for repairs. He goes to work on it every day.
8. *Tom Slater* is a farm labourer. I bought this old bicycle from him.
9. *The headmaster of the village school* is one of the bell-ringers. I was taught to read by him.
10. *The history of the village* can be studied from the written records in the church. Few people know much about it.
11. *The Rural District Council* has built two hundred houses here since the war. I was telling you about it last week.
12. *Mr Tart, the village blacksmith,* is clever at repairing agricultural machinery. I take my horse to him when it wants shoeing.
13. *Mr Brown of the 'Red Lion'* knows everything that happens in the village. I heard the news of your marriage from him.
14. *The vowel sound in 'son'* is the same as the vowel sound in 'sun'. We use the symbol ʌ for it.
15. *The word 'start'* is commoner than the word 'commence'. We can in some cases use the word 'begin' for it.

EXERCISE 83

Study the examples under 'It is (was, etc.)' on page 127. Then rewrite the following sentences so that the word(s) in italic type are made prominent by being placed after *It is* (*was*).

1. I asked for *cotton*, not silk.
2. I saw *Mr North* in the park yesterday.
3. I saw Mr North *in the park*.
4. *Mary* gave me the news.
5. *The south wind* brings the rain.
6. We came back *because it was raining*, not because we were tired.
7. *The girls* wanted to go to the cinema.
8. I go to evening classes *on Mondays and Thursdays*.
9. The days begin to get longer *in February*.
10. I wanted you to repair *the brown trousers*.

EXERCISE 84

Rewrite these phrases as compounds with a hyphen. See the examples on page 127: A young man *with long hair*; those young women *with empty heads*; that girl *who is dressed smartly*; my old car *that has broken down*; this book *that is printed well*; a man *with a red nose*; Cyclops, the giant *with only one eye*; a car *with three wheels*; the goddess *with green eyes*; all animals *with four feet*.

EXERCISE 85

Read these sentences:

(*a*) It will be difficult to pass the examination.

(*b*) The examination will be difficult to pass.

Now rewrite the sentences below as in (*b*).

1. Is it safe to bathe in the lake?
2. Was it easy to find the house?
3. It is difficult to answer that question.
4. It is difficult to work with some people.
5. It is not easy to open these tins.
6. It is not safe for babies to play with matches.
7. It is pleasant to work in this room.
8. Isn't it easy to look at her!
9. But isn't it tiring to talk to her!
10. It's nice to write on this smooth paper.

EXERCISE 86

Study the examples of relative clauses (16) and (18) on pages 102-3. Then combine each of these pairs of sentences so that the second becomes a non-defining relative clause. Put the clause between commas and after the word(s) in italic type. Example:

The vicar is liked by all the people in the village. His house is near the church.

The vicar, whose house is near the church, is liked by all the people in the village.

1. *The village postmaster* plays the organ on Sundays. His wife sings in the church choir.
2. *Mary Green* is having singing lessons. You met her mother in my house yesterday.
3. *Puccini* was an Italian. You like his operas very much.
4. *Dorchester* is the county town of Dorset. The Tolpuddle Martyrs were tried there.
5. *The coal miners* will not come out on strike. Their leaders are having talks with the employers.
6. *Thomas Hardy* lived near Dorchester. His novels are about life in south-west England.
7. *The city states of ancient Greece* had large slave populations. Democracy is said to have begun there.
8. *The permanent officials of the British Civil Service* do not come out on strike. Their salaries are not often raised.
9. *Westminster* is a city in the County of London. The Houses of Parliament are situated there.
10. *Westminster Abbey* is a very old building. Many famous men are buried there.
11. *The President of the United States* is elected once every four years. His power is greater than that of the Prime Minister of Great Britain.
12. *Abraham Lincoln* was one of the greatest presidents of the United States. American children learn his Gettysburg speech by heart.

EXERCISE 87

After each of the sentences below there is a verb (infinitive form) in brackets. Some of these verbs can be used with a *to*-infinitive (e.g. *hope to come*), some with a noun or pronoun and a *to*-infinitive (e.g. *advise him to come*), and some with either a *to*-infinitive or a noun or pronoun and a *to*-infinitive (e.g. *like to go*, *like them to go*). Rewrite the sentences using the verbs in brackets as in this example.

{ We *shall probably go* to Scotland in June. (hope)
{ We *hope to go* to Scotland in June.

1. He *wouldn't lend* me the money I needed. (refuse)
2. I *suggested that he should buy* a new car, not a second-hand one. (advise)
3. Do you think they would *enjoy seeing* that film? (like)
4. He *said he would send* his son to the university. (promise)
5. He *suggested that I should be* more careful. (warn)
6. Mr Green says he *will probably come* here again. (expect)
7. We *shall finish* the work before dark. (hope)
8. The manager said he was busy and *suggested that I should come back* later. (ask)
9. Mr and Mrs Roberts *have suggested that I should visit* them in London in June. (invite)
10. Do you think he really *has the wish to learn* English? (want)

EXERCISE 88

Read these sentences:

(*a*) The Act made secret societies illegal.
(*b*) The Act made *it* illegal *to organize secret societies.*

Rewrite the following sentences by using *it*, as in (*b*) above.

1. Must I go or not? You have not made this clear. (Use *whether* before *must*.)
2. Nicholas had to make a speech in English. He found this rather difficult.
3. We can go half way round the world in a couple of days now. Air travel makes this easy.
4. Can he earn enough money to marry? He won't find that easy.
5. They are all stupid. We cannot reach an agreement. (Begin: Their stupidity makes it impossible . . .)

EXERCISE 89

Write questions to which these sentences are the answers:

1. War between England and France broke out *in 1793*.
2. Yorkshire and Lancashire are *in the north of England*.
3. The workers who smashed up machines were called *Luddites*.
4. *The Act of 1797* made secret oaths illegal.
5. An agricultural labourer is *a man who works on the land*.
6. The men were sentenced to transportation overseas *for seven years*.
7. 'Amalgamate' means *join together*.
8. *Yes*, Members of Parliament receive salaries today.
9. *Yes*, there are very many accidents in coal mines.
10. *No*, 'productivity' does not mean the same thing as 'production'.

EXERCISE 90

Rewrite these sentences as reported speech. No changes are necessary in the verb tenses, but some changes in the pronouns must be made. Use, at the beginning of each sentence, the words supplied in brackets. Example:

'I am going to the theatre with my brother.' (She says)
She says she is going to the theatre with her brother.

1. 'I am going to the theatre with my mother.' (He says)
2. 'I will be ready in a few minutes.' (She says)
3. 'My sister has not finished her homework yet.' (Harry tells me)
4. 'I have written letters to several of my friends.' (She tells me)
5. 'I have written a letter to my brother.' (Olga says)

EXERCISE 91

Combine each of these pairs of sentences by making one of them into a relative clause. Some of the clauses will be defining clauses. Others will be non-defining clauses. Omit the relative pronouns from defining clauses if this is possible. Place the clause after the word(s) in italic type.

1. *My brother Tom* is returning to England next month. He has been living in Malaya for the last three years.
2. *The film* was very amusing. We saw it at the Ritz cinema yesterday.

3. *Mr West* is a civil servant. You borrowed his umbrella yesterday.
4. *The man* is my brother. You borrowed his umbrella yesterday.
5. *The bottle* took three months to cross the Channel. Rose threw it into the sea at Deal.
6. *Mr and Mrs Stuart* have a daughter named Rose. They live in Tudor Road, Exford.
7. *The man* is two years younger than I am. You see him over there.
8. *The Bedfordshire County Education Committee* have decided to give a Bible to all children in their schools. I am a member of this Committee.
9. *The people of Pennycross* do not like ghosts. They have been frightened by a dark figure in the cemetery at night recently.
10. *The rain* will help to fill the reservoirs. It has fallen throughout Spain.
11. *My office* is quite large. It is in a five-storey building.
12. *The wind* did a lot of damage. It reached 130 m.p.h.
13. *The village garage* has only two petrol pumps. It is owned by a man named Wall.
14. The women went to the theatre in a coach. This is the *coach.*
15. *The church* is the most beautiful building in the village. It was built in the fifteenth century.

EXERCISE 92

Rewrite these sentences in the Passive Voice. Example:

Messrs Thomas Cook & Son are to make experiments this year.

Experiments are to be made this year by Messrs Thomas Cook & Son.

1. They will open the shop for business on Monday.
2. The low rainfall has created an alarming situation.
3. They will have to restrict the supply of electric power.
4. They saw a ghost in the churchyard last night.
5. The men have dug graves by night in the cemetery for many years.
6. We shall resume the minting of nickel five cent pieces soon.
7. She hurried the children off to school.
8. They have widened this road.
9. They put the fire out in less than an hour.
10. They could not use the main staircase.

EXERCISE 93

Read these sentences:

(*a*) If the water *is* warm, I *shall* go for a swim.

(*b*) If the water *were* warm, I *should* go for a swim.

Now rewrite these sentences to show unfulfilled conditions.

1. If the water continues to rise, these fields will be under water.
2. If she throws the bottle into the sea, it may be carried to the Dutch coast.
3. If a fire breaks out, this extinguisher will be useful.
4. If they give me the tickets on the 'Pay-after-you-go' plan, I shall have a holiday in France.
5. If the restrictions on electricity are extended, we shall have to use oil lamps.
6. If we plant quick-growing trees here, our neighbours won't be able to see into our garden.
7. If the bus-drivers go on strike, other workers will find it difficult to get to work.
8. Those eggs are bad. If you eat them, you'll be ill.
9. If you have the scissors sharpened, they will cut better.
10. If you know the correct answers to all these questions, you will soon be able to speak and write good English.

EXERCISE 94

Supply prepositions:

1 Please drive slowly. This road is —— repair.
2. The road has been widened —— five feet.
3. I shall arrive —— two o'clock —— Friday.
4. They soon got the fire —— control.
5. Why are you —— such a hurry?
6. I would rather travel —— day than —— night.
7. The water —— this reservoir is —— a very low level.
8. The heat —— the flames kept the firemen —— a distance.
9. This is the hottest day we have had —— several weeks.
10. This is the hottest day —— the first of June.
11. There has been an increased demand —— our goods.
12. We shall talk —— the question —— the employers tomorrow.
13. I quite agree —— you.
14. Why are we often suspicious —— strangers?

15. The success of the outing will depend —— the weather.
16. He is not interested —— ancient history.
17. Please stop by the other pump; this one is —— order.
18. Why are you staring —— me?
19. The meeting was held —— secret.
20. How much money do you spend —— books?
21. Is the union allowed to use its funds —— political purposes?
22. Don't join —— the strike. It's unofficial.
23. Co-operation —— the unions and the Government will help industry.
24. I hope you are not —— difficulties —— money.
25. The Manager is away —— holiday.

EXERCISE 95

Read these paragraphs and then answer the questions:

About 100,000 employees of private bus companies will have increases in wages up to 10s. a week from Monday next, it was announced by the Transport and General Workers' Union.

At a meeting of union officials it was decided to accept an offer by the employers to raise the pay of drivers and conductors[1] by 10s. a week, and the pay of semi-skilled workers and cleaners by 6s. a week.

The increases will cost about £1,700,000 a year. The union had asked for an increase of £1 a week.

1. To what union do the workers on these buses belong?
2. Did the union accept or refuse the employers' offer?
3. How much had the union asked the employers for?
4. Did they get all they asked for?
5. How much did the bus-drivers and conductors get?
6. Do semi-skilled workers usually get the same as skilled workers or do they get less?
7. What do we call people who are employed by a company?
8. Do the buses in your town belong to private companies?
9. Do the railways in Great Britain belong to private companies or are they owned by the State?
10. Who will have to pay the £1,700,000 increased cost?

[1] *conductor:* person from whom you buy your ticket on a bus or tram.

EXERCISE 96

Use the correct verb form (infinitive with or without *to*, gerund, or participle) in these sentences:

1. Miss Wade used (drive) a car, but she is very old now.
2. You will soon get used to (drive) on the other side of the road.
3. Don't forget (bring) this book back on Monday.
4. You did not remember (bring) my book back last time I lent you one.
5. Don't you remember (meet) me in Naples two years ago?
6. Will it ever stop (rain)?
7. From time to time we stopped (look) at the flowers.
8. I do not feel like (go) to the office this morning.
9. Remember (put) the cat out before you go to bed.
10. How did the cat get into the house? I remember (put) it out last night.
11. You will soon get used to (read) from right to left after a few lessons in Arabic.
12. Did I hear you (say) you would like (sell) your motor-cycle?
13. I don't mind (go) to bed early, but I don't like (get) up early.
14. I saw her (look) into a shop window in Oxford St. yesterday.
15. Stop (worry) about these verbs now. This is the last sentence.

EXERCISE 97

Write questions to which these are the answers:

1. *No*, I have *nothing* to declare.
2. The train for Leeds leaves from *Platform Nine.*
3. I have *three* pieces of luggage.
4. You can leave your hat and coat *in the cloak-room.*
5. *No*, you *can't* get a fivepenny ticket from the machine.
6. You must change *at Charing Cross* for Victoria.
7. First-class fares are *50% more* than third-class fares.
8. *No*, there are *no* trams in London now.
9. Sorry, but I haven*'t* got change for a one-pound note.
10. *No*, this bus does *not* go to Victoria.

EXERCISE 98

Answer these questions:

1. How many letters, and how many sounds, are there in:

(i) thought	(vi) disguise
(ii) knock	(vii) calm
(iii) wrong	(viii) wait
(iv) daughter	(ix) weight
(v) thread	(x) enough

2. *Large* is the opposite of *small*. Arrange the following in pairs of opposites:

begin	dry	high	new	supply
buy	early	hot	night	sweet
cheap	easy	ill	old	tender
cold	end	in	old	tough
cool	expensive	last	out	up
dark	find	late	play	warm
day	finish	light	remember	well
demand	first	light	sell	wet
difficult	forget	lose	sour	work
down	heavy	low	start	young

EXERCISE 99

This Limerick has no rhymes.

There was an old man from Dunoon
Who always ate soup with a *fork*,
For he said, 'As I eat
Neither fish, fowl nor *flesh*,
I should finish my dinner too *quick*.'

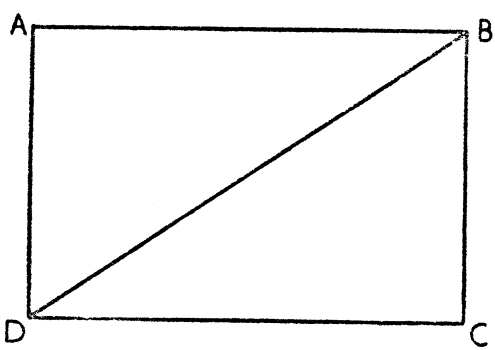
Fowl is another word for *bird*, for example, a chicken or a turkey.

Supply, instead of *fork* and *quick*, words that rhyme with *Dunoon* dʌ'nu:n, and instead of *flesh* a word that rhymes with *eat*.

EXERCISE 100

Answer these questions:

1. What is the answer if you add 17 to 71?
2. What remains if you subtract 15 from 75?
3. What is the answer if you multiply 9 by 12?
4. What are 8 times 8?
5. Are questions 3 and 4 problems in division or problems in multiplication?
6. What do 5, 6 and 7 add up to?
7. What is the answer if you divide 60 by 5?
8. If you divide 17 by 3, the answer will be 5 . . . and how many left over?
9. If you bought a packet of cigarettes costing 3s. 7d. and a box of matches costing 2d., and gave the shopkeeper a ten-shilling note, how much change ought you to receive?
10. How much change ought you to get from a shilling if you buy a newspaper costing 2½d.?
11. The oblong ABCD has sides that are 6 cm. and 4 cm. What is the area of the triangle ABD?



12. Think of a number—any number you like. Add 6 to it. Multiply the new number by 2 and then subtract 8 from the answer. Divide this answer by 2 and then subtract the number you first thought of. If the answer is 2, mark it right. If it is not 2, mark it wrong and do the question again.

IRREGULAR VERBS

These two lists are supplied to help you when you are reading and writing.

In List One there are six columns. In the first column the infinitive form is given. In the third column the Past Tense form is given. If you want to know the Past Tense form of *eat*, look at the third column, where you will find *ate*. The fifth column gives the Past Participle form. The second, fourth and sixth columns give phonetic transcriptions.

In List Two the Past Tense and Past Participle forms of irregular verbs are given in alphabetical order. Use this list when you meet in your reading a form of which you do not know or do not remember the infinitive form. If you meet *bought* or *brought* and want to know the infinitive form, this list will give you the infinitive form, *buy*, *bring*.

LIST ONE

Infinitive		Past Tense		Past Participle	
bear	beə*	bore	bo:*	borne	bo:n
beat	bi:t	beat	bi:t	beaten	'bi:tn
become	bi'kʌm	became	bi'keim	become	bi'kʌm
begin	bi'gin	began	bi'gan	begun	bi'gʌn
blow	blou	blew	blu:	blown	bloun
break	breik	broke	brouk	broken	'broukn
bring	briŋ	brought	bro:t	brought	bro:t
build	bild	built	bilt	built	bilt
burn	bə:n	burnt	bə:nt	burnt	bə:nt
buy	bai	bought	bo:t	bought	bo:t
catch	katʃ	caught	ko:t	caught	ko:t
choose	tʃu:z	chose	tʃouz	chosen	'tʃouzn
come	kʌm	came	keim	come	kʌm
cost	kost	cost	kost	cost	kost
cut	kʌt	cut	kʌt	cut	kʌt
dig	dig	dug	dʌg	dug	dʌg
do	du:	did	did	done	dʌn
draw	dro:	drew	dru:	drawn	dro:n
drink	driŋk	drank	draŋk	drunk	drʌŋk
drive	draiv	drove	drouv	driven	'drivn

Infinitive		Past Tense		Past Participle	
eat	i:t	ate	et	eaten	'i:tn
fall	fo:l	fell	fel	fallen	'fo:ln
feel	fi:l	felt	felt	felt	felt
find	faind	found	faund	found	faund
fly	flai	flew	flu:	flown	floun
forget	fə'get	forgot	fə'got	forgotten	fə'gotn
freeze	fri:z	froze	frouz	frozen	'frouzn
get	get	got	got	got	got
give	giv	gave	geiv	given	'givn
go	gou	went	went	gone	gon
hang	haŋ	hung	hʌŋ	hung	hʌŋ
have	hav	had	had	had	had
hear	hiə*	heard	hə:d	heard	hə:d
hit	hit	hit	hit	hit	hit
hold	hould	held	held	held	held
keep	ki:p	kept	kept	kept	kept
know	nou	knew	nju:	known	noun
lay	lei	laid	leid	laid	leid
learn	lə:n	learnt	lə:nt	learnt	lə:nt
leave	li:v	left	left	left	left
lend	lend	lent	lent	lent	lent
let	let	let	let	let	let
lie	lai	lay	lei	lain	lein
light	lait	lit	lit	lit	lit
lose	lu:z	lost	lost	lost	lost
make	meik	made	meid	made	meid
mean	mi:n	meant	ment	meant	ment
meet	mi:t	met	met	met	met
put	put	put	put	put	put
read	ri:d	read	red	read	red
ride	raid	rode	roud	ridden	'ridn
rise	raiz	rose	rouz	risen	'rizn
run	rʌn	ran	ran	run	rʌn
say	sei	said	sed	said	sed
see	si:	saw	so:	seen	si:n
sell	sel	sold	sould	sold	sould
send	send	sent	sent	sent	sent

Infinitive		Past Tense		Past Participle	
set	set	set	set	set	set
sew	sou	sewed	soud	sewed	soud
				sewn	soun
shake	ʃeik	shook	ʃuk	shaken	'ʃeikn
shine	ʃain	shone	ʃon	shone	ʃon
shoot	ʃu:t	shot	ʃot	shot	ʃot
shut	ʃʌt	shut	ʃʌt	shut	ʃʌt
sink	siŋk	sank	saŋk	sunk	sʌŋk
sit	sit	sat	sat	sat	sat
sleep	sli:p	slept	slept	slept	slept
sow	sou	sowed	soud	sowed	soud
				sown	soun
speak	spi:k	spoke	spouk	spoken	'spoukn
spend	spend	spent	spent	spent	spent
stand	stand	stood	stud	stood	stud
steal	sti:l	stole	stoul	stolen	'stouln
stick	stik	stuck	stʌk	stuck	stʌk
strike	straik	struck	strʌk	struck	strʌk
swim	swim	swam	swam	swum	swʌm
swing	swiŋ	swung	swʌŋ	swung	swʌŋ
take	teik	took	tuk	taken	'teikn
teach	ti:tʃ	taught	to:t	taught	to:t
tell	tel	told	tould	told	tould
think	θiŋk	thought	θo:t	thought	θo:t
throw	θrou	threw	θru:	thrown	θroun
understand	ˌʌndə'stand	understood	ˌʌndə'stud	understood	ˌʌndə'stud
wake	weik	woke	wouk	woke	wouk
				woken	'woukn
wear	weə*	wore	wo:*	worn	wo:n
write	rait	wrote	rout	written	'ritn

LIST TWO

p.t.=Past Tense

ate, *p.t. of* eat
became, *p.t. of* become
become, *p.p. of* become
beat, *p.t. of* beat
beaten, *p.p. of* beat
began, *p.t. of* begin
begun, *p.p. of* begin
blew, *p.t. of* blow
blown, *p.p. of* blow
bore, *p.t. of* bear
borne, *p.p. of* bear
bought, *p.t. and p.p. of* buy
broke, *p.t. of* break
broken, *p.p. of* break
brought, *p.t. and p.p. of* bring
built, *p.t. and p.p. of* build
burnt, *p.t. and p.p. of* burn
came, *p.t. of* come
caught, *p.t. and p.p. of* catch
chose, *p.t. of* choose
chosen, *p.p. of* choose
come, *p.p. of* come
cost, *p.t. and p.p. of* cost
cut, *p.t. and p.p. of* cut
did, *p.t. of* do
done, *p.p. of* do
drank, *p.t. of* drink
drawn, *p.p. of* draw
drew, *p.t. of* draw
driven, *p.p. of* drive
drove, *p.t. of* drive
drunk, *p.p. of* drink
dug, *p.t. and p.p. of* dig
eaten, *p.p. of* eat
fallen, *p.p. of* fall

p.p.=Past Participle

fell, *p.t. of* fall
felt, *p.t. and p.p. of* feel
flew, *p.t. of* fly
flown, *p.p. of* fly
forgot, *p.t. of* forget
forgotten, *p.p. of* forget
found, *p.t. and p.p. of* find
froze, *p.t. of* freeze
frozen, *p.p. of* freeze
gave, *p.t. of* give
given, *p.p. of* give
gone, *p.p. of* go
got, *p.t. and p.p. of* get
heard, *p.t. and p.p. of* hear
held, *p.t. and p.p. of* hold
hit, *p.t. and p.p. of* hit
hung, *p.t. and p.p. of* hang
kept, *p.t. and p.p. of* keep
knew, *p.t. of* know
known, *p.p. of* know
laid, *p.t. and p.p. of* lay
lain, *p.p. of* lie
lay, *p.t. of* lie
learnt, *p.t. and p.p. of* learn
left, *p.t. and p.p. of* leave
lent, *p.t. and p.p. of* lend
let, *p.t. and p.p. of* let
lit, *p.t. and p.p. of* light
lost, *p.t. and p.p. of* lose
made, *p.t. and p.p. of* make
meant, *p.t. and p.p. of* mean
met, *p.t. and p.p. of* meet
put, *p.t. and p.p. of* put
ran, *p.t. of* run
read, *p.t. and p.p. of* read

ridden, *p.p. of* ride
risen, *p.p. of* rise
rode, *p.t. of* ride
rose, *p.t. of* rise
run, *p.p. of* run
said, *p.t. and p.p. of* say
sank, *p.t. of* sink
sat, *p.t. and p.p. of* sit
saw, *p.t. of* see
seen, *p.p. of* see
sent, *p.t. and p.p. of* send
set, *p.t. and p.p. of* set
sewed, *p.t. and p.p. of* sew
sewn, *p.p. of* sew
shaken, *p.p. of* shake
shone, *p.t. and p.p. of* shine
shook, *p.t. of* shake
shot, *p.t. and p.p. of* shoot
shut, *p.t. and p.p. of* shut
slept, *p.t. and p.p. of* sleep
sold, *p.t. and p.p. of* sell
sowed, *p.t. and p.p. of* sow
sown, *p.p. of* sow
spent, *p.t. and p.p. of* spend
spoke, *p.t. of* speak
spoken, *p.p. of* speak
stole, *p.t. of* steal
stolen, *p.p. of* steal
stood, *p.t. and p.p. of* stand
struck, *p.t. and p.p. of* strike
stuck, *p.t. and p.p. of* stick
sunk, *p.p. of* sink
swam, *p.t. of* swim
swum, *p.p. of* swim
taken, *p.p. of* take
taught, *p.t. and p.p. of* teach
thought, *p.t. and p.p. of* think
threw, *p.t. of* throw
thrown, *p.p. of* throw
told, *p.t. and p.p. of* tell
took, *p.t. of* take
understood, *p.t. and p.p. of* understand
went, *p.t. of* go
woke, *p.t. and p.p. of* wake
woken, *p.p. of* wake
wore, *p.t. of* wear
worn, *p.p. of* wear
written, *p.p. of* write
wrote, *p.t. of* write

PRONOUNCING VOCABULARY

Words that occur in Book One are not given here. Words of one syllable that are spelt phonetically, i.e. words such as *big, ham, plan, pit, pin, set,* for which the phonetic transcription is identical, are not given here. Derivates in *-er, -y, -ly, -ness, -ment, -ful,* and *-less* are not given unless, as in *advertise(ment)*, there is a change in the placing of the stress.

abroad	ə'bro:d
accept	ək'sept
according	ə'ko:diŋ
account	ə'kaunt
ache	eik
act	akt
actor	'aktə*
actress	'aktris
addition	ə'diʃn
admit	əd'mit
adult	'adʌlt, ə'dʌlt
advance	əd'va:ns
advertise	'advətaiz
advertisement	əd'və:tismənt
advice	əd'vais
advise	əd'vaiz
affair	ə'feə*
afford	ə'fo:d
agree	ə'gri:
agriculture	'agrikʌltʃə*
agricultural	ˌagri'kʌltʃurəl
aid	eid
aim	eim
alarm	ə'la:m
alcohol	'alkəhol
alcoholic	ˌalkə'holik
algebra	'aldʒibrə
alive	ə'laiv
allow	ə'lau
allowance	ə'lauəns
although	o:l'ðou
amalgamate	ə'malgəmeit
amalgamation	əˌmalgə'meiʃn
amaze	ə'meiz
among	ə'mʌŋ
amuse	ə'mju:z
ancient	'einʃənt
anger	'aŋgə*
angry	'aŋgri
ankle	'aŋkl
announce	ə'nauns
annoy	ə'noi
apparatus	ˌapə'reitəs
appear	ə'piə*
appearance	ə'piərəns
appointment	ə'pointmənt
area	'eəriə
arithmetic	ə'riθmətik
arithmetical	ˌariθ'metikl
army	'a:mi
around	ə'raund
arrival	ə'raivl
arrow	'arou
art	a:t
article	'a:tikl
artificial	ˌa:ti'fiʃl
asphalt	'asfalt
assistant	ə'sistənt
associate	ə'souʃieit
association	əˌsousi'eiʃn
assurance	ə'ʃuərəns

athlete	'aθli:t
athletic	aθ'letik
attend	ə'tend
attention	ə'tenʃn
attractive	ə'traktiv
aunt	a:nt
authority	o:'θoriti
authorize	'o:θəraiz
automatic	ˌo:tə'matik
automatically	ˌo:tə'matikəli
automobile	'o:təməbi:l
average	'avəridʒ
awake (*v.*)	ə'weik
awoke	ə'wouk
awfully	'o:fli
awry	ə'rai
baby	'beibi
bacon	'beikən
balance	'baləns
ball	bo:l
bar	ba:*
bargain	'ba:gin
barrow	'barou
basement	'beismənt
bathe	beið
bean	bi:n
bear (*v.*)	beə*
beard	biəd
beat	bi:t
beaten	'bi:tn
beauty	'bju:ti
beef	bi:f
beg	beg
beggar	'begə*
being (*n.*)	'bi:iŋ
belief	bi'li:f
bell	bel
benefit	'benifit
besides	bi'saidz
Bible	'baibl
billiards	'biljədz
blacksmith	'blaksmiθ
blade	bleid
blame	bleim
blanket	'blaŋkit
block	blok
board	bo:d
boarding-school	'bo:diŋsku:l
bone	boun
boot	bu:t
borehole	'bo:houl
brain	brein
branch	bra:n(t)ʃ
brave	breiv
break	breik
broke	brouk
broken	'broukn
breast	brest
breath	breθ
breathe	bri:ð
brick	brik
bricklayer	'brikˌleiə*
brief	bri:f
brigade	bri'geid
bright	brait
broom	bru(:)m
bubble	'bʌbl
bucket	'bʌkit
burden	'bə:dn
burglar	'bə:glə*
burglary	'bə:gləri
burial	'beriəl
business	'biznis
butcher	'butʃə*

buzz	bʌz
buzzer	'bʌzə*
cabbage	'kabidʒ
cabin	'kabin
cage	keidʒ
calm	ka:m
camp	kamp
canal	kə'nal
cap	kap
capacity	kə'pasiti
caravan	ˌkarə'van
card	ka:d
carpenter	'ka:pintə*
carpet	'ka:pit
carriage	'karidʒ
case	keis
castle	'ka:sl
cattle	'katl
celebrate	'selibreit
cemetery	'semitri
centre	'sentə*
century	'sentʃuri
certain	'sə:tn
certainty	'sə:tnti
chance	tʃa:ns
character	'kariktə*
charge	tʃa:dʒ
chauffeur	'ʃoufə*
cheerful	'tʃiəful
cheese	tʃi:z
chemist	'kemist
cheque	tʃek
chicken	'tʃikin
chief	tʃi:f
chin	tʃin
choice	tʃois
choir	'kwaiə*
choose	tʃu:z
chose	tʃouz
chosen	'tʃouzn
churchyard	'tʃə:tʃ'ja:d
cigar	si'ga:*
circle	'sə:kl
circular	'sə:kjulə*
citizen	'sitizn
city	'siti
civil	'sivl
civilize	'sivilaiz
civilization	ˌsivilai'zeiʃn
claim	kleim
cloak-room	'kloukrum
close (*adj.*)	'klous
clothing	'klouðiŋ
club	klʌb
coin	koin
collect	kə'lekt
collective	kə'lektiv
collector	kə'lektə*
combine	kəm'bain
combination	ˌkombi'neiʃn
comfort	'kʌmfət
commence	kə'mens
commerce	'komə(:)s
committee	kə'miti
common	'komən
communicate	kə'mju:nikeit
communication	kəˌmju:ni'keiʃn
company	'kʌmpəni
compare	kəm'peə*
comparison	kəm'parisn
compete	kəm'pi:t
competition	ˌkompi'tiʃn
complain	kəm'plein
complete	kəm'pli:t

complicated	'komplikeitid
compound (*n.*)	'kompaund
condition	kən'diʃn
conference	'konfərəns
congratulate	kən'gratjuleit
congratulations	kən,gratju-'leiʃnz
Congress	'koŋgres
connect	kə'nekt
connexion	kə'nekʃn
Conservative	kən'sə:vətiv
consider	kən'sidə*
contain	kən'tein
contents (*n.pl.*)	'kontents
continue	kən'tinju:
contribute	kən'tribju:t
contribution	,kontri'bju:ʃn
convenience	kən'vi:njəns
convenient	kən'vi:njənt
conversation	,konvə'seiʃn
conversational	,konvə'seiʃnl
co-operate	kou'opəreit
co-operation	kou,opə'reiʃn
copper	'kopə*
copy	'kopi
correct	kə'rekt
correction	kə'rekʃn
cottage	'kotidʒ
cotton	'kotn
council	'kaunsl
counter (*n.*)	'kauntə*
county	'kaunti
couple	'kʌpl
courage	'kʌridʒ
court	ko:t
courtyard	'ko:t'ja:d
crack	krak
create	kri:'eit
cricket	'krikit
crime	kraim
crop	krop
crowd	kraud
crude	kru:d
cruel	kruəl
crush	krʌʃ
cubic	'kju:bik
cupboard	'kʌbəd
cure	kjuə*
current	'kʌrənt
custom	'kʌstəm
daily	'deili
damage	'damidʒ
dance	da:ns
darts	da:ts
deaf	def
deal	di:l
death	deθ
debt	det
decide	di'said
decision	di'siʒn
deck	dek
declare	di'kleə*
decrease (*n.*)	'di:kri:s
define	di'fain
definition	,defi'niʃn
delight	di'lait
demand	di'ma:nd
democracy	di'mokrəsi
democratic	,demo'kratik
dentist	'dentist
depart	di'pa:t
departure	di'pa:tʃə*
department	di'pa:tmənt
depend	di'pend

deposit	di'pozit
depth	depθ
derrick	'derik
describe	dis'kraib
desert (*n.*)	'dezət
destination	ˌdesti'neiʃn
destroy	dis'troi
diagram	'daiəgram
diameter	dai'amitə*
dictate	dik'teit
dictator	dik'teitə*
Diesel	'di:zl
dimension	di'menʃn
dining-hall	'dainiŋho:l
dining-saloon	'dainiŋsəˌlu:n
diploma	di'ploumə
direct (*adj.*)	di'rekt
direction	di'rekʃn
disadvantage	ˌdisəd'va:ntidʒ
disagree	ˌdisə'gri:
disappear	ˌdisə'piə*
disappoint	ˌdisə'point
discover	dis'kʌvə*
discuss	dis'kʌs
discussion	dis'kʌʃn
disease	di'zi:z
dishonest	dis'onist
disobey	ˌdisə'bei
distance	'distəns
distant	'distənt
district	'distrikt
divide	di'vaid
division	di'viʒn
doll	dol
domestic	də'mestik
doubt	daut
dozen	'dʌzn
drainage	'dreinidʒ
dream	dri:m
drill	dril
droop	dru:p
drought	draut
drown	draun
dull	dʌl
dust	dʌst
duty	'dju:ti
dwindle	'dwindl
earn	ə:n
earnings	'ə:niŋz
earth	ə:θ
Easter	'i:stə*
eastern	'i:stən
economics	ˌi:kə'nomiks
educate	'edjukeit
education	ˌedju'keiʃn
educational	ˌedju'keiʃnl
efficiency	i'fiʃənsi
egg	eg
elastic	i'lastik
elect	i'lekt
election	i'lekʃn
electrician	ilek'triʃn
elephant	'elifənt
Emperor	'empərə*
employ	em'ploi
employee	ˌem'ploii:
encyclopaedia	enˌsaiklou'pi:diə
engine	'en(d)ʒin
engineer	ˌen(d)ʒi'niə*
enjoyment	in'dʒoimənt
enter	'entə*
entertainment	ˌentə'teinmənt
entirely	in'taiəli
entrance	'entrəns

entry	'entri
escalator	'eskəleitə*
escape	is'keip
especially	is'peʃəli
eve	i:v
event	i'vent
exact	ig'zakt
examine	ig'zamin
examination	ig,zami'neiʃn
excellent	'eksələnt
exception	ik'sepʃn
exchange	iks'tʃein(d)ʒ
excited	ik'saitid
exciting	ik'saitiŋ
excuse (*n.*)	iks'kju:s
excuse (*v.*)	iks'kju:z
exist	ig'zist
exit	'eksit
expect	iks'pekt
expenditure	iks'penditʃə*
expensive	iks'pensiv
experiment	iks'perimənt
expert (*n.*)	'ekspə:t
explain	iks'plein
explanation	,ekspla'neiʃn
expression	iks'preʃn
extend	iks'tend
extinguish	iks'tiŋgwiʃ
extra	'ekstrə
fact	fakt
factory	'faktəri
fair	feə*
faithfully	'feiθfuli
false	fo:ls
famous	'feiməs
farther	'fa:ðə*
fashion	'faʃn
favour	'feivə*
fear	fiə*
feather	'feðə*
fellow	'felou
field	fi:ld
fight	fait
figure	'figə*
fireman	'faiəmən
firm (*n.*)	fə:m
fitted	'fitid
fixed	fikst
flame	fleim
flesh	fleʃ
flood	flʌd
florin	'florin
flow	flou
fold	fould
follow	'folou
forbidden	fə'bidn
force	fo:s
forest	'forist
form	fo:m
fortnight	'fo:tnait
fortunate	'fo:tʃənit
founder (*n.*)	'faundə*
fox	foks
fraction	'frakʃn
frame	freim
framework	'freimwə:k
free	fri:
freedom	'fri:dəm
fridge	fridʒ
frighten	'fraitn
fruit	fru:t
fuel	fjuəl
fun	fʌn
fund	fʌnd
funeral	'fju:nərəl

furnace	'fə:nis
furniture	'fə:nitʃə*
further	'fə:ðə*
future	'fju:tʃə*
gallon	'galən
game	geim
garage	'gara:ʒ
general	'dʒenrəl
generous	'dʒenərəs
gentleman	'dʒentlmən
gently	'dʒentli
geometry	dʒi'omitri
ghost	goust
giant	'dʒaiənt
glove	glʌv
golf-club	'golfklʌb
goods (*n.pl.*)	gudz
govern	'gʌvən
grammar	'gramə*
gramophone	'graməfoun
grand-	grand-
grandchild	'gran(d)tʃaild
grandmother	'gran(d),mʌðə*
grandparents	'gran(d)- ,peərənts
grave (*n.*)	greiv
grave-digger	'greiv,digə*
gravestone	'greivstoun
gravel	'gravl
greedy	'gri:di
grocer	'grousə*
groceries	'grousəriz
guess	ges
guest	gest
guilty	'gilti
gulf	gʌlf
gun	gʌn

habit	'habit
half-crown	'ha:f'kraun
hall	ho:l
hammer	'hamə*
handkerchief	'haŋkətʃif
happiness	'hapinis
harbour	'ha:bə*
hardly	'ha:dli
hardship	'ha:dʃip
hate	heit
head-line	'hedlain
headquarters	'hed'kwo:təz
health	helθ
heat	hi:t
heaven	'hevn
hesitate	'heziteit
hesitation	,hezi'teiʃn
hiking	'haikiŋ
hire	'haiə*
history	'histəri
historic	his'torik
hockey	'hoki
hostel	'hostl
house-breaker	'haus,breikə*
household	'haushould
housekeeper	'haus,ki:pə*
housewife	'hauswaif
housework	'hauswə:k
housing	'hauziŋ
however	hau'evə*
human	'hju:mən
hungry	'hʌŋgri
hunt	hʌnt
hurriedly	'hʌridli
hydro-electric	'haidrou- i'lektrik
idea	ai'diə

illegal	i'li:gl
illustrate	'iləstreit
illustration	ˌilə'streiʃn
imagine	i'madʒin
imagination	iˌmadʒi'neiʃn
immense	i'mens
impolite	ˌimpə'lait
importance	im'po:təns
important	im'po:tənt
improve	im'pru:v
include	in'klu:d
income	'inkəm
inconvenient	ˌinkən'vi:njənt
increase (*v.*)	in'kri:s
indeed	in'di:d
indirect	ˌindi'rekt
individual	ˌindi'vidjuəl
indoors	'in'do:z
industry	'indəstri
industrial	in'dʌstriəl
inform	in'fo:m
information	ˌinfə'meiʃn
injure	'in(d)ʒə*
injury	'in(d)ʒəri
injustice	in'dʒʌstis
inner	'inə*
inquiry	in'kwaiəri
insect	'insekt
instalment	in'sto:lmənt
instead	in'sted
instrument	'instrəmənt
insure	in'ʃuə*
insurance	in'ʃuərəns
intelligence	in'telidʒəns
intelligent	in'telidʒənt
internal	in'tə:nl
international	ˌintə'naʃnl
interview	'intəvju:
introduce	ˌintrə'dju:s
invite	in'vait
invitation	ˌinvi'teiʃn
iron	'aiən
item	'aitəm
javelin	'dʒavlin
jet	dʒet
jewel	'dʒu:əl
job	dʒɔb
judge	dʒʌdʒ
juice	dʒu:s
jump	dʒʌmp
junior	'dʒju:njə*
just (*adj.*)	dʒʌst
justice	'dʒʌstis
kerosene	'kerousi:n
kick	kik
kind-hearted	'kaind'ha:tid
kingdom	'kiŋdəm
knowledge	'nolidʒ
label	'leibl
labour	'leibə*
lace	leis
lamp-post	'lamppoust
lantern	'lantən
laugh	la:f
law	lo:
lawn	lo:n
lay	lei
laid	leid
lazy	'leizi
lean	li:n
leather	'leðə*
legal	'li:gl
length	leŋθ

library	'laibrərɪ
licence (*n.*)	'laisəns
license (*v.*)	'laisəns
lick	lik
lieutenant	lef'tenənt
likely	'laikli
limerick	'limərik
lipstick	'lipstik
liquid	'likwid
literature	'litritʃə*
litre	'li:tə*
litter	'litə*
liver	'livə*
load	loud
loaf	louf
loaves	louvz
local	'loukl
lock-out	'lok'aut
lonely	'lounli
lord	lo:d
loss	los
low	lou
lucky	'lʌkɪ
luggage	'lʌgidʒ
lung	lʌŋ
machinery	mə'ʃi:nərɪ
magazine	ˌmagə'zi:n
main	mein
majority	mə'dʒoriti
manage	'manidʒ
manufacture	ˌmanju'faktʃə*
mare	meə*
margarine	ˌma:dʒə'ri:n (ˌma:gə-)
mark	ma:k
market	'ma:kit
marriage	'maridʒ
martyr	'ma:tə*
master	'ma:stə*
material	mə'tiəriəl
maternity	mə'tə:niti
mathematics	ˌmaθi'matiks
mattress	'matris
means	mi:nz
mechanic	mi'kanik
mechanical	mi'kanikl
medical	'medikl
medicine	'medsin
medium	'mi:diəm
member	'membə*
memoirs	'memwa:z
merchant	'mə:tʃənt
mercy	'mə:si
message	'mesidʒ
Messrs	'mesəz
metal	'metl
meter	'mi:tə*
method	'meθəd
metre	'mi:tə*
metric	'metrik
middle-class	'midl'kla:s
midnight	'midnait
midsummer	'midˌsʌmə*
millimetre	'miliˌmi:tə*
mind	maind
miner	'mainə*
mineral	'minərəl
minimum	'miniməm
minister	'ministə*
minority	mai'noriti
minus	'mainəs
misfortune	mis'fo:tʃən
miss	mis
mistress	'mistris
modern	'modən

mosque	mosk
motor-coach	'moutəkoutʃ
mousetrap	'maustrap
movement	'mu:vmənt
multiply	'mʌltiplai
multiplication	ˌmʌltipli'keiʃn
mummy	'mʌmi
Muslim	'mʌzlim
mutton	'mʌtn
mystery	'mistəri
nail	neil
nation	'neiʃn
national	'naʃnl
nationalize	'naʃnəlaiz
natural	'natʃrəl
naughty	'no:ti
necessary	'nesisəri
necessity	ni'sesiti
need	ni:d
neighbourhood	'neibəhud
nephew	'nevju(:)
newsagent	'nju:zˌeidʒənt
newsprint	'nju:sprint
nice	nais
nickel	'nikl
niece	ni:s
nil	nil
noble	'noubl
non-smoker	'non'smoukə*
normal	'no:ml
note	nout
notice	'noutis
nought	no:t
novel	'novl
novelist	'novəlist
numerous	'nju:mərəs
nurse	nə:s
nylon	'nailon
oath	ouθ
obedient	o'bi:djənt
object (*n.*)	'ɔbdʒikt
oblong	'oblɔŋ
obtain	əb'tein
occupation	ˌɔkju'peiʃn
occur	ə'kə:*
ocean	'ouʃn
officer	'ofisə*
official	ə'fiʃl
oil	oil
oilfield	'oilfi:ld
old-fashioned	'ould'faʃnd
olive	'oliv
onion	'ʌnjən
opera	'opərə
opinion	ə'pinjən
opportunity	ˌopə'tju:niti
orange	'orin(d)ʒ
orchestra	'o:kistrə
orchestral	o:'kestrəl
ordinary	'o:dnri
organ	'o:gən
organize	'o:gənaiz
original	ə'ridʒənl
ounce	auns
outer	'autə*
outgrow	aut'grou
outing	'autiŋ
outside	'aut'said
overcoat	'ouvəkout
overflow (*v.*)	ˌouvə'flou
overhead	'ouvə'hed
overseas	'ouvə'si:z
overturn	ˌouvə'tə:n
owe	ou

packet	'pakit
painful	'peinfl
painless	'peinlis
paraffin	'parəfin
parcel	'pa:sl
pardon	'pa:dn
parent	'peərənt
parliament	'pa:ləmənt
particular	pə'tikjulə*
party	'pa:ti
passage	'pasidʒ
passport	'pa:spo:t
patch	patʃ
path	pa:θ
payment	'peimənt
pea	pi:
peace	pi:s
penny	'peni
pension	'penʃn
pepper	'pepə*
per cent	pə'sent
performance	pə'fo:məns
period	'piəriəd
permanent	'pə:mənənt
personal	'pə:snl
petrol	'petrəl
petroleum	pi'trouljəm
phone	foun
phonetic	fə'netik
phrase	freiz
piano	pi'anou
pick-pocket	'pik,pokit
piecework	'pi:swə:k
pillar	'pilə*
pink	piŋk
pint	paint
pipe	paip
pipeline	'paiplain
pity	'piti
plain-looking	'plein,lukiŋ
planet	'planit
plant	pla:nt
plastic	'plastik
playing-field	'pleiiŋfi:ld
play-reading	'plei,ri:diŋ
pleasant	'pleznt
pleasure	'pleʒə*
plus	plʌs
poetry	'pouitri
policy	'polisi
politics	'politiks
political	pə'litikl
pony	'pouni
pool	pu:l
popular	'popjulə*
population	,popju'leiʃn
pork	po:k
port	po:t
porter	'po:tə*
position	pə'ziʃn
possibility	,posə'bilitl
post	poust
postage	'poustidʒ
postcard	'pous(t)ka:d
postmaster	'pous(t)-,ma:stə*
potato	pə'teitou
powder	'paudə*
power	'pauə*
praise	preiz
pray	prei
prayer	'preə*
prefer	pri'fə:*
premium	'pri:mjəm
prepare	pri'peə*
preparation	,prepə'reiʃn

President	'prezidənt
press	pres
pressure	'preʃə*
pretty	'priti
price	prais
primary	'praiməri
prime	praim
principal	'prinsipl
prison	'prizn
private	'praivit
prize	praiz
problem	'probləm
process	'prouses
produce (*v.*)	prə'dju:s
produce (*n.*)	'prodju:s
product	'prodəkt
production	prə'dʌkʃn
productivity	ˌprodʌk'tiviti
profession	prə'feʃn
progress (*n.*)	'prougres
promise	'promis
pronounce	prə'nauns
pronunciation	prəˌnʌnsi'eiʃn
proof	pru:f
property	'propəti
prospectus	prəs'pektəs
prosperity	pros'periti
protect	prə'tekt
proud	praud
prove	pru:v
proverb	'provə:b
provide	prə'vaid
public	'pʌblik
publican	'pʌblikən
publish	'pʌbliʃ
pull	pul
pump	pʌmp
puncture	'pʌŋktʃə*
punish	'pʌniʃ
pupil	'pju:pl
purchase	'pə:tʃis
purpose	'pə:pəs
puzzling	'pʌzliŋ
pyramid	'pirəmid
quantity	'kwontiti
queen	kwi:n
rabbit	'rabit
race	reis
radiogram	'reidiougram
radius	'reidiəs
ragged	'ragid
rainfall	'reinfo:l
rake	reik
rapid	'rapid
rate	reit
raw	ro:
rayon	'reion
ready-made	'redi'meid
real	riəl
realize	'riəlaiz
reasonable	'ri:znbl
receive	ri'si:v
recent	'ri:sənt
recognize	'rekəgnaiz
recognition	ˌrekəg'niʃn
record (*v.*)	ri'ko:d
record (*n.*)	'reko:d
reduce	ri'dju:s
refine	ri'fain
refreshment	ri'freʃmənt
refrigerator	ri'fridʒəreitə*
refuse (*v.*)	ri'fju:z
regret	ri'gret

regulate	'regjuleit
reign	rein
relative	'relətiv
relief	ri'li:f
remain	ri'mein
remark	ri'ma:k
remind	ri'maind
repeal	ri'pi:l
replace	ri:'pleis
reply	ri'plai
report	ri'po:t
represent	ˌrepri'zent
request	ri'kwest
require	ri'kwaiə*
reserve	ri'zə:v
reservoir	'rezəvwa:*
respect	ris'pekt
restrict	ris'trikt
restriction	ris'trikʃn
result	ri'zʌlt
resume	ri'zju:m
return	ri'tə:n
Reverend	'revrənd
revolution	ˌrevə'lu:ʃn
rhyme	raim
ribbon	'ribn
ripe	raip
rock	rok
roll	roul
roof	ru:f
root	ru:t
route	ru:t
rubber	'rʌbə*
rubbish	'rʌbiʃ
ruin	ruin
rural	'ruərəl
rush	rʌʃ

sail	seil
sailor	'seilə*
saint	seint, sənt
salary	'saləri
sale	seil
saloon	sə'lu:n
salt	solt
sardine	sa:'di:n
satisfy	'satisfai
satisfactory	ˌsatis'faktəri
saucer	'so:sə*
sausage	'sosidʒ
save	seiv
schoolboy	'sku:lboi
schoolgirl	'sku:lgə:l
science	'saiəns
scientist	'saiəntist
scissors	'sizəz
scooter	'sku:tə*
seasick	'si:ˌsik
seat-belt	'si:tbelt
secondary	'sekəndəri
second-hand	'sekənd'hand
secret	'si:krit
secretary	'sekrətri
secretarial	ˌsekrə'teəriəl
seek	si:k
seem	si:m
selfish	'selfiʃ
sell	sel
sold	sould
sense	sens
sensible	'sensibl
sentiment	'sentimənt
separate (*v.*)	'sepəreit
separate (*adj.*)	'sepərit
serious	'siəriəs

service	'sə:vis
severe	si'viə*
shade	ʃeid
shape	ʃeip
share	ʃeə*
sharp	ʃa:p
shed	ʃed
sheep	ʃi:p
ship	ʃip
shiver	'ʃivə*
shoot	ʃu:t
shore	ʃo:*
shorthand	'ʃo:thand
shortage	'ʃo:tidʒ
shout	ʃaut
sick	sik
sight	sait
sight-seeing	'sait,si:iŋ
sign (*v.*)	sain
signature	,signitʃə*
signboard	'sainbo:d
silly	'sili
silver	'silvə*
simple	'simpl
sincerely	sin'siəli
sing	siŋ
single	'siŋgl
singular	'siŋgjulə*
sink	siŋk
sank	saŋk
situation	,sitju'eiʃn
skate	skeit
skilled	skild
slang	slaŋ
slave	sleiv
slice	slais
slippery	'slipəri
smart	sma:t
smash	smaʃ
smell	smel
smooth	smu:ð
snake	sneik
social	'souʃl
society	sə'saiətl
sock	sok
soldier	'souldʒə*
solution	sə'lu:ʃn
sore	so:*
sorrow	'sorou
soup-plate	'su:ppleit
sour	'sauə*
space	speis
spade	speid
special	'speʃl
speech	spi:tʃ
Sphinx	sfiŋks
spice	spais
spirit	'spirit
spite	spait
sport	spo:t
stable	'steibl
staff	sta:f
staircase	'steəkeis
standstill	'standstil
stare	steə*
state	steit
statesman	'steitsmən
statement	'steitmənt
steal	sti:l
stole	stoul
stolen	'stouln
steel	sti:l
stick	stik
stuck	stʌk
stocking	'stokiŋ
stone	stoun

storage	'sto:ridʒ
store	sto:*
storehouse	'sto:haus
storey	'sto:ri
storm	sto:m
story	'sto:ri
strange	strein(d)ʒ
strengthen	'streŋθn
strike	straik
stroke	strouk
struggle	'strʌgl
stupid	'stju:pid
stupidity	stju'piditi
subject	'sʌbdʒikt
submarine	'sʌbməri:n
subscribe	səb'skraib
subscription	səb'skripʃn
subtract	səb'trakt
subtraction	səb'trakʃn
suburb	'sʌbə:b
subway	'sʌbwei
succeed	sək'si:d
success	sək'ses
suffer	'sʌfə*
sufficient	sə'fiʃənt
suggest	sə'dʒest
suggestion	sə'dʒestʃn
suitcase	's(j)u:tkeis
sum	sʌm
supply	sə'plai
support	sə'po:t
surface	'sə:fis
suspicious	səs'piʃəs
sweep	swi:p
sweet	swi:t
swimming-pool	'swimiŋpu:l
swing	swiŋ
switchboard	'switʃbo:d
sword	so:d
symbol	'simbl
sympathy	'simpəθi
system	'sistim
tank	taŋk
taste	teist
tax	taks
taxation	tak'seiʃn
team	ti:m
tear (*n.*)[1]	tiə*
technical	'teknikl
telegram	'teligram
tender	'tendə*
terrible	'teribl
theft	θeft
therefore	'ðeəfo:*
thermometer	θə'momitə*
thick	θik
thief	θi:f
thieves	θi:vz
thin	θin
thirsty	'θə:sti
threat	θret
throat	θrout
throne	θroun
throughout	θru(:)'aut
throw	θrou
threw	θru:
ticket	'tikit
tidy	'taidi
tie	tai
tiger	'taigə*
time-table	'taim,teibl
tin-opener	'tin,oupnə*
title	'taitl

[1] From the eye.

toast	toust
tobacco	tə'bakou
tobacconist	tə'bakənist
tomato	tə'ma:tou
ton	tʌn
tongue	tʌŋ
tool	tu:l
total	'toutl
tough	tʌf
tourist	'tuərist
towards	tə'wo:dz
tower	'tauə*
toy	toi
track	trak
trade	treid
tradesman	'treidzmən
transparent	trans'peərənt
transport	'transpo:t
transportation	ˌtranspo:'teiʃn
treat	tri:t
triangle	'traiaŋgl
trouble	'trʌbl
trunk	trʌŋk
tube	tju:b
turkey	'tə:ki
ultra	'ʌltrə
unable	'ʌn'eibl
uncle	'ʌŋkl
uncomfortable	'ʌn'kʌmfətəbl
underground	'ʌndəgraund
underneath	ˌʌndə'ni:θ
unemployed	'ʌnim'ploid
unfasten	'ʌn'fa:sn
unfortunate	'ʌn'fo:tʃnit
unhappy	'ʌn'hapi
unhealthy	'ʌn'helθi
uninteresting	'ʌn'intristiŋ
union	'ju:njən
unionist	'ju:njənist
united	ju:'naitid
unknown	'ʌn'noun
unlikely	'ʌn'laikli
unroll	'ʌn'roul
unusual	ʌn'ju:ʒuəl
unwanted	'ʌn'wontid
unwise	'ʌn'waiz
uplands	'ʌpləndz
upper	'ʌpə*
valley	'vali
value	'valju:
valuable	'valjuəbl
vapour	'veipə*
variety	və'raiəti
various	'veəriəs
varnish	'va:niʃ
vegetable	'vedʒitəbl
velvet	'velvit
verb	və:b
vicar	'vikə*
view	vju:
violin	ˌvaiə'lin
visible	'vizibl
visibility	ˌvizi'biliti
visit	'vizit
vitamin	'vaitəmin ('vit-)
voice	vois
volume	'voljum
vote	vout
voyage	'voiidʒ

Note: In compounds with *un-*, the strong stress on *un-* may be replaced by a secondary stress, or no stress at all.

waist	weist	wide	waid
waiting-room	'weitiŋrum	widow	'widou
waitress	'weitris	wild	waild
walkie-talkie	'wo:ki'to:ki	wind (*v.*)	waind
warn	wo:n	wire	'waiə*
waste	weist	wise	waiz
wave	weiv	wisdom	'wizdəm
wave-length	'weivleŋθ	wish	wiʃ
wax	waks	withdrawal	wið'dro:əl
weak	wi:k	wooden	'wudn
wealth	welθ	woodwork	'wudwə:k
weapon	'wepn	wool	wul
week-end	'wi:k'end	woollen	'wuln
welcome	'welkəm	workman	'wə:kmən
welfare	'welfeə*	worm	wə:m
well-known	'wel'noun	worth	wə:θ
western	'westən	wrap	rap
whip	wip		
whole	houl	youth	ju:θ

PROPER NAMES

Abadan	ˌaba'dan
Abingdon-on-Thames	'abiŋdən-on-'temz
Abraham	'eibrəham
Abul Qasim	'abul ka'sim
Africa	'afrikə
Alfred Noyes	'alfrid 'noiz
Ali	'ali
Alice	'alis
America	ə'merikə
Anne	an
Antonio	an'touniou
Aristotle	'aristotl
Ashbridge	'aʃbridʒ
Ashford	'aʃfəd
Athens	'aθinz
Atlantic	ət'lantik
Australia	ɔ:s'treiljə
Bach	ba:x, ba:k
Banias	'banias
Baxter	'bakstə*
Bedfordshire	'bedfədʃə*
Beethoven	'beithouvn
Belgrade	bel'greid
Bournemouth	'bɔ:nməθ
Brenda	'brendə
Brighton	'braitn
Bristol	'bristl
Butler	'bʌtlə*
Calcutta	kal'kʌtə
Cambridge	'keimbridʒ
Canada	'kanədə
Canadian	'kə'neidjən
Castile	kas'ti:l
Chapman	'tʃapmən
Charing Cross	'tʃariŋ 'kros
Charles	tʃa:lz
Chicago	(t)ʃi'ka:gou
Colosseum	ˌkolə'siəm
Columbus	kə'lʌmbəs
Corsican	'kɔ:sikən
Dale	deil
David	'deivid
Deal	di:l
Devon	'devn
Dick	dik
Dike	daik
Dobbin	'dobin
Dobson	'dobsn
Dorchester	'dɔ:tʃistə*
Dorset	'dɔ:sit
Dover	'douvə*
Drake	dreik
Dumfriesshire	dʌm'friesʃə*
Dunlop	'dʌnləp
Dunoon	dʌ'nu:n
Dutch	dʌtʃ
Eden	'i:dn
Edinburgh	'edinbərə
Egypt	'i:dʒipt
Egyptian	i'dʒipʃn
Elizabeth	i'lizəbeθ
Elizabethan	iˌlizə'bi:θn
Elsie	'elsi
Emil	'emil
Essex	'esiks
Euphrates	ju'freiti:z
Europe	'juərəp

European	ˌjuərə'pi(:)ən
Euston	'ju:stn
Everest	'evərist
Exford	'eksfəd
Farringdon	'fariŋdən
Folkestone	'foukstən
Fowler	'faulə*
France	fra:ns
Francis Drake	'fra:nsis 'dreik
Frederick	'fredrik
French	fren(t)ʃ
Galileo	ˌgali'leiou
George	dʒo:dʒ
Germany	'dʒə:məni
Gibbs	gibs
Gibson	'gibsn
Gilda	'gildə
Grace	greis
Greece	gri:s
Greek	gri:k
Gresham	'greʃəm
Grimsby	'grimzbi
Harry	'hari
Harwich	'haridʒ
Hastings	'heistiŋz
Heeley	'hi:li
Henry	'henri
Hobbs	hobz
Hobson	'hobsn
Holland	'holənd
Hollywood	'holiwud
Hong-Kong	'hoŋ'koŋ
Humber	'hʌmbə*
India	'indjə
Iraq	i'ra:k
Italy	'itəli
Italian	i'taljən
Jack	dʒak
Jane	dʒein
Jefferson	'dʒefəsn
Jenkins	'dʒenkinz
Joan	dʒoun
John	dʒon
Jones	dʒounz
Kate	keit
Kent	kent
Khartoum	ka:'tu:m
Kirkuk	'kə:'kuk
Lanarkshire	'lanəkʃə*
Latin	'latin
Leeds	li:dz
Lincoln	'liŋkən
Liverpool	'livəpu:l
Loamshire	'loumʃə*
London	'lʌndən
Lucille	lu:'si:l
Luddites	'lʌdaits
Madrid	mə'drid
Malling	'maliŋ
Manchester	'mantʃistə*
Marco Polo	'ma:kou 'poulou
Margaret	'ma:gərit
Mario	'mariou
Mary	'meəri
Martha	'ma:θə
Mediterranean	ˌmeditə'reinjən

Middleton	'midltən
Midpool	'midpu:l
Milton	'miltən
Morris	'moris
Mozart	'moutsa:t
Mulberry	'mʌlbri
Mustapha	mus'tafə
Naples	'neiplz
Napoleon	nə'pouljən
New York	'nju: 'jo:k
Niger	'naigə*
Nile	nail
Nottingham	'notiŋəm
Olaf	'oulaf
Olga	'olgə
Olympic	o'limpik
Oxford	'oksfəd
Paris	'paris
Paul	po:l
Pedro	'pedrou
Pembroke	'pembruk
Pennycross	'penikros
Persian	'pə:ʃn
Peter	'pi:tə*
Piccadilly	ˌpikə'dili
Pike	paik
Pisa	'pi:zə
Pittsburgh	'pitsbə:g
Plymouth	'plimәθ
Portugal	'po:tjugl
Portuguese	ˌpo:tju'gi:z
Proctor	'proktə*
Proust	prust
Puccini	putʃini
Ramadan	ˌrama'dan
Regent St.	'ri:dʒənt 'stri:t
Rhodes	roudz
Richard	'ritʃəd
Richmond	'ritʃmənd
Roberts	'robəts
Roger	'rodʒə*
Rome	roum
Samson	'samsn
Scotland	'skotlənd
Serbo-Croat	'sə:bou'krouat
Severn	'sevn
Shakespeare	'ʃeikspiə*
Sheffield	'ʃefi:ld
Siegfried	'si:gfri:d
Sassoon	sə'su:n
Slater	'sleitə*
Smith	smiθ
Southampton	sauθ'am(p)tən
Spain	spein
Spanish	'spaniʃ
St Joan	sn(t) 'dʒoun
St Peter	sn(t) 'pi:tə*
Stamford	'stamfəd
Stott	stot
Stour	stoə*
Stuart	stjuət
Suffolk	'sʌfək
Susan	'su:zn
Sussex	'sʌsiks
Switzerland	'switsələnd
Sylvia	'silviə
Thames	temz
Thomas	'tomәs
Tigris	'taigris

Timothy	'tɪməθɪ
Tolpuddle	'tolpʊdl
Tudor	'tju:də*
Victoria	vɪk'to:rɪə
Vine	vaɪn
Violet	'vaɪəlɪt
Virginia Woolf	və'dʒɪnjə 'wʊlf
Wade	weɪd
Walton	'wo:ltən
Washington	'woʃɪŋtən
Waterloo	ˌwo:tə'lu:
Watkins	'wotkɪnz
Watson	'wotsn
Westminster	'wes(t)mɪnstə*
Williams	'wɪljəmz
Wilson	'wɪlsn
Wimbledon	'wɪmbldən
Winston	'wɪnstən
Churchill	'tʃə:tʃɪl
Worcester	'wʊstə*
Worthing	'wə:ðɪŋ
Yorkshire	'jo:kʃə*

INDEX TO THE 'FOR STUDY' SECTIONS

(T. = Table)

(a) WORDS

about to, 31; what about, 119
according to, 119
afraid, 111
ago (since, for), 95
agree, 110
agreement, 137
all of, 109
also (as well, too), 65
although (though, but), 15
am (strong and weak forms), 46
and (weak forms), 55
announce(ment), 21
are (strong and weak forms), 47
as (*adv. and conj.*), 74
as well as (also, too), 65
at (strong and weak forms), 46
be, been (strong and weak forms), 47
both of, 109 (T. 5)
break out, 23
but (although, though), 15
by, 39
can, could, 15
character, 136
cloth, clothes, clothing, 128
congratulate, 87
control, 143
cost, 93
could, 15
couple (pair), 119
deal (a great *or* good deal of), 109 (T. 6)
debt, 152
difficulty, 137
discussion, 136
drop, 22
either (not . . . either), 8
elder (older), eldest (oldest), 23
every (in adverb phrases of frequency), 81-2 (T. 4)
explain, 64
famous, 65
feel, 151
few of (a few of), 67-8 (T. 2, 3), 109 (T. 5)
for (since, ago), 95
for (strong and weak forms), 46
from (strong and weak forms), 46
furniture, 88
go (wrong, bad, etc.), 152
going to (with inf.), 7
grow, 135
had (strong and weak forms), 47
hard (*adj. and adv.*), 21
hardly, 132
has, have (strong and weak forms), 47
have to (=must), 16
hire (rent), 88
homework, housework, 128
how (exclamations), 49
hurry, 143
if, 30-1, 38
if (*or* whether), 88
improve, 153
improvement, 154
in order to, in order that, 16
increase, 135
information, 136
is (weak and strong forms), 47
it (preparatory), 8
it is (was, etc.) . . . that (who), 127
join, 135
keep, 57
leave, 86-7
little of (a little of), 67-8 (T. 2, 3), 109 (T. 5)
look, 57
lot (a lot of, a lot more of), 67-8 (T. 2, 3)
machine, machinery, 88
make, 137
manage, 87
many (many more of, many of), 68 (T. 3), 109 (T. 5)
may, 65-6
meet, 135
might, 65-6
more, 67 (T. 2)
more of, 68 (T. 3)
much (much of, much more of), 68 (T. 3), 109 (T. 5)
need, 110-11
neighbour, 143
neither . . . nor, 8
news, 21
none of, 109 (T. 5, 6)

nor, 8
not . . . either, 8
now that (*conj.*), 88
number (a large number of), 109 (T. 5)
of (strong and weak forms), 46
older (elder), oldest (eldest), 25
or (strong and weak forms), 55
order (*n.*), 128
ought, 128
outbreak, 23
owe, 152
pair (couple), 119
pay, 93
pity, 30
play (*v.*), 127
prepare, preparation, 21
price, 93
rather (would rather), 50
remember, 151
rent (hire), 88
repair (*v. and n.*), 128
salary (wages), 22
save, savings, 23
sell, 135
service, 22
several of, 109 (T. 5)
shall (strong and weak forms), 55
should (strong and weak forms), 55
should (=ought to), 50
since (for, ago), 95
smell, 151
so (*adv. and conj.*), 75
so that, 16, 75
some (strong and weak forms), 55
sorry, 30
start, 135
succeed, 87
suggest, 64
taste, 151
that (*rel. pron.*), 100-3
the (strong and weak forms), 55
the (*as in* the dark, the cold), 21
though (although, but), 15
to (=in order to), 16
to (strong and weak forms), 46
too (also, as well), 65
used (be, get, used to . . .), 152
value, 93
wages (salary), 22
was (strong and weak forms), 47
well-known, 65
were (strong and weak forms), 47
what (exclamations), 48-9
what about, 119
where (*rel. adv.*), 103
whether (*or* if), 88
which (*rel. pron.*), 100-3
who, whom, whose (*rel. pron.*), 100-3
why (*rel. adv.*), 111
will (strong and weak forms), 34
will (would), 15
wish, 30, 86
without, 8, 75
worth, 93
would (strong and weak forms), 34
would (will), 15
would rather, 50

(b) SUBJECTS

Adjective+*to*-infinitive, 128
Adverb Position, 80-2
Affixes, 93-4
Comparison of Adjectives and Adverbs, 56-7
Compounds, 127, 143
Conditional Clauses, 31, 38
Emphatic (and Reflexive) Pronouns, 39
Exclamations, 48-9
Intonation, 65, 103
Nouns, countable and uncountable, 136-7
Passive Voice, 23
Past Perfect Tense, 37-8
Prefixes, 94
Pronunciation and Stress, 93-4, 118-19, 138, 144; Strong and Weak Forms, 46-8, 54-5
Reflexive Pronouns, 16, 39
Relative Clauses, 100-3
Stress and Pronunciation, 93-4, 118-19, 138, 144
Strong and Weak Forms, 46-8, 54-5
Suffixes, 93-4, 144
Tenses, 7 (T. 1), 8, 37-8
Verbs, Transitive and Intransitive, 135

DECIMAL CURRENCY

NEW COINS

½ new penny (½p)
The Royal Crown

1 new penny (1p)
A portcullis with chains royally crowned, originally a badge of King Henry VII.

2 new pence (2p)
The badge of the Prince of Wales.

5 new pence (5p)
The badge of Scotland. A thistle royally crowned.

10 new pence (10p)
Part of the crest of England. A lion passant guardant royally crowned.

50 new pence (50p)
Britannia seated beside a lion.

DECIMAL FACTS

- The United Kingdom changed to decimal currency on Monday, 15th February 1971.
- The pound (£) has not been changed.
- There are 100 new pence (100p) to each pound; so each new penny is worth 2·4 of the present pence.
- The symbol for pound remains £; the new penny is p; the new half-penny is ½p.
- Ten shilling notes have been replaced by a 50p coin.
- There are three bronze ('copper') coins: ½p (1·2d); 1p (2·4d); 2p (4·8d).
- All the new coins have the portrait of the Queen wearing a diamond tiara on the obverse. The tiara was a wedding present from Queen Mary.

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